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In an attempt to characterize graduates and their attitudes toward the institution, 538 (847) of Cuyahoga Community College's (CCC) 407 accounting machine. Responses were analyzed in regard to six main variables sex, age, type of high school attended, plans to continue education, previous college attendance, and grade point average. When the percentage of responses of particular groups to an item showed considerable variance, the data were subjected to analysis through the chi square technique for determining statistical significance. The report contains background characteristics of the college's 1967 graduates, and investigation of the students' future plans, patterns of financial support, and an analysis of the graduates' attitudes toward the institution. It was found that (1) almost 9 out of 10 graduates would return to CCC if they had it to do over, (2) more than a third of the graduates attended other institutions of higher education prior to attendance at CCC, (3) more than 80% of the graduates intended to transfer to one of four 4-year institutions in Ohio, (4) almost one in five received financial aid from the college, and (5) students cited the competence and friendliness of the faculty as the characteristics of the college which they liked best. (DG)

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## THE GRADUATES

Selected Characteristics  
of Students who Graduated June 1967

An Institutional Research Project of  
The Office of Planning and Development

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September, 1967

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## FOREWORD

This report is part of a series of continuing studies concerning the students at Cuyahoga Community College in Cleveland, Ohio. A report issued in July 1966 was entitled "The Class of '66 Cuyahoga Community College." The same questionnaire which was used to survey the plans of the 1966 graduates was used to collect information from the 1967 graduates concerning their background characteristics, future plans, and attitudes toward the college.

In June 1967 the college graduated 643 students. Five hundred and seventy-three of these students attended the Metropolitan Campus. Seventy students attended the Western Campus which did not begin instruction until September 1966. As most Western Campus graduates began their college careers on the Metropolitan Campus, their responses are undoubtedly affected somewhat by this experience. Data were collected during the week prior to graduation. This report is based upon the usable responses which were obtained from 83.7 percent (538) of the graduates.

### ACKNOWLEDGMENTS

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For the assistance offered by others, the writer is indeed thankful. For the study's weaknesses, the author, alone, is responsible.

Donald J. Reichard

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## Summary

An institution defines itself not only by the goals and programs

which it establishes but also by the responses of those whom it serves

by its programs. Determining which group responds to certain programs

in what ways is essential if an institution is to fulfill its purpose.

The process is one of continuous readjustment of programs to the needs of the people served.

An understanding of the needs of those served by an institution

is impossible without some means of characterizing individuals and their

attitudes toward the institution. This report represents such an attempt.

Growth has been one of the most noticeable characteristics of this college since its inception. Within the last two years, the number of students graduated has increased more than seven-fold--from 84 in 1965 to 643 in June 1967.

A look at the graduates of previous years suggests that this year's degree-recipients are similar to their "ancestors" in the following respects:

1. Almost nine out of ten graduates would return to CCC if they had it to do over.

2. More than one third of the graduates have attended other institutions of higher education prior to attendance at CCC.

3. More than 80% of the graduates intending to transfer matriculate at four-year institutions--Cleveland State University, Kent State University, Ohio State University and Western Reserve University.

4. Almost one in five receive financial aid from the college.

5. Students cite the competence and friendliness of the faculty as the characteristics of the college which they liked best.

The similarity of 1967 graduates to the graduates of previous years in these respects indicates that the college has achieved some stability in the types of students it has attracted during its relatively short period of existence.

Graduates of 1967 are, for the most part, two varied types of students: (1) the younger college transfer student from the suburbs, and (2) the older student pursuing a technical or vocational educational program who comes from high schools within the city or outside the county.

Graduates of the college's technical and vocational educational programs have increased in both absolute and relative terms during the past years. They express little or no difficulty in obtaining employment. Indeed a "problem" found by the college is the extent to which those enrolled in Associate in Science programs are hired before the program is completed.

The substantial financial aid program is used more frequently by females than males, and more frequently by older than younger graduates. The older (26 and over) degree seeker is a rarity (in programs other than nursing); this may be unfortunate, from an academic point of view, as the older graduate tended to earn significantly higher grades than his younger classmate.

The college acts as a sender and receiver of students from four-year institutions. It returns to a four-year institution almost 75% of those who have previously attended other colleges or universities. The remaining 25% apparently have chosen to redefine their goals and take advantage of the college's technical programs. Both degree programs make significant contributions to four-year institutions in terms of the number of graduates who transfer. Surprisingly, in what is considered to be a terminal educa-



tion program, more than half of the Associate in Science degree holders intend to continue their education. Students who have had a taste of college courses at Cuyahoga Community College seem to want more.

There can be little doubt that Cuyahoga Community College graduates recognize the opportunity for higher education with which they have been provided. On the Western Campus (where all intend to transfer to four-year institutions) or the Metropolitan Campus, they have found a high relationship between their education and their future aspirations. What is more important, they appreciate the quality of the education they are receiving.

On an open ended question, those who had previously attended another college or university prior to entering CCC cited significantly more often than others "competent instructors" as a characteristic of the college which they liked best.

To be sure, the complaints regarding the attractiveness of the instructional facilities, particularly on the Metropolitan campus, are not without foundation, but the new Metropolitan Campus will solve some of these problems.

The true community college brings the college to the people. This study has identified a problem on the part of older students who, because of full-time family and work obligations find it difficult to meet the college's registration schedule or to obtain proper counseling. The future "successes" of Cuyahoga Community College will be dependent upon the ability of its faculty and administration to meet such problems. Past graduates indicate that the college is responsive to their needs.

## Introduction

### Format of the Report

The body of the report contains five sections. Interspersed in the text are numbers enclosed in brackets. The numbers refer to tables found in Appendix II. Section III presents information in regard to the background characteristics of the college's 1967 graduates. Section IV investigates future plans. Section V notes the patterns of financial support while Section VI analyzes some of the attitudes of the college's graduates toward the institution. Sections three through six are based solely upon data collected from Metropolitan Campus graduates. Section VII presents a brief profile of the college's Western Campus based upon the forty usable responses completed by Western Campus graduates. Because of the small sample size, interpretations are limited. The section is included primarily to note possible differences between the graduates of the two campuses.

Appendix I provides a summary of the study's statistically significant findings. (See page 5 for explanation of "significance.")

Appendix II contains 93 tables. Table numbers correspond with the numbers placed in brackets throughout the text.

### Procedures

A system of coding responses to open-ended questions was adopted so that the data could be tabulated on the IBM 407 accounting machine.

The responses to each item of the questionnaire were then analyzed in regard to six main variables--sex, age, type of high school attended,



plans to continue education, previous college attendance, and grade point average.

Six candidates for graduation completed the questionnaire but did not graduate because their grade point averages were below the minimum 2.0 requirement. Their responses were included in the report, however, as this was not discovered until the analysis was well under way. The error introduced by the inclusion of these responses is very slight. Variance in the number of responses to a particular item is due to the fact that every student did not answer every item.

In some sections, particularly in Section IV dealing with future plans, many items have a high incidence of "no response." This is because all items do not apply to the total population. Thus, for example, students who are planning to attend a four-year institution are not likely to reply to a question concerning place of employment. Nor will students who do not intend to continue their education respond to an item requesting the name of the institution which they plan to attend.

Median grade point averages and ages were computed from the coded data. The percentage of respondents to a given item falling into separate categories were computed with aid of a calculator. Most calculations are not reported in the narrative or tables. The information is available, however, to any interested persons who wish to contact the Office of Planning and Development.

#### Interpretation of Statistical Significance

When the percentage of responses of particular groups to an item showed considerable variance, the data were subjected to analysis through the chi square technique for determining statistical significance.

Tests of significance were made with the alpha level (probability of error) set at .05 and .01. When a statement is made in the narrative that there was a significant difference between two groups in relation to a given item, it means that differences as great as those observed in the data could normally be expected to occur only five times in 100 (alpha level of .05) if the sample populations were alike in all respects. When differences are this great, they are "statistically significant." A "very significant difference" could normally be expected to occur only one time in 100 (alpha level of .01). A "significant" finding is indicated by a single asterisk next to the table number. A "very significant" finding is indicated by the placement of two asterisks next to the table number. All findings reported in the narrative are statistically significant unless otherwise noted.

The chi square statistic ( $\chi^2$ ) is used to test the hypothesis of no significant difference. When the value of chi square ( $\chi^2$ ) exceeds 3.84, we reject the hypothesis of no significant difference (null hypothesis) and conclude that the differences observed are real (significant) at an alpha level of .05 (sig. at .05). Thus, we are saying that at least 95 times out of 100, we will be correct in assuming that there is a real difference among the sample populations in regard to the particular item. When the value of the chi square ( $\chi^2$ ) statistic exceeds 6.63, we also reject the null hypothesis and conclude that the differences observed are significant at an alpha level of .01 (sig. at .01). Here we are saying that at least 99 times out of 100 we will be correct in assuming that real differences exist among the sample populations. Because more than 65 statistically significant differences were discovered, no attempt was made

to speculate in each instance why such differences occurred. A possible interpretation of some of the significant differences is offered. It would be preferred that those familiar with the operation of the college make their own interpretations and pattern their programs in the light of these findings.

One more note of caution in the interpretation of these findings is necessary. It must be remembered that this study deals with graduates of the college, not all students who are currently enrolled. It is hoped, however, that differences between degree seeking students and non-degree seeking students will be taken into account and that the findings relative to graduates may aid in the improvement of programs for all Cuyahoga Community College students.

### Background and Characteristics of Cuyahoga Community College 1967 Graduates

Typically, a public supported community college places few restrictions on the type of student body it attracts. Differences in age, sex, marital status, veteran status, or the type of high school previously attended (input) vary widely among institutions, but the variability is due more often to chance than design. These colleges do, however, have control over their output in terms of degrees granted in various subject fields, and in terms of the grade point averages earned by its graduates. Assessment of the impact of a college upon its students and the unique role which each institution can play is perhaps best expressed in terms of the relationship between input and output.

In this section the backgrounds of Cuyahoga Community College 1967 graduates are examined in relation to ascribed and achieved characteristics. Ascribed characteristics examined (from the standpoint of the college) include sex, age, marital status, veteran status, high school previously attended and college previously attended. Achieved characteristics investigated include degree awarded, major field of study, and grade point average.

#### Ascribed Characteristics of Students

Sex. The majority of graduates of Cuyahoga Community College (54%) are men. However, the college's degree programs apparently have a significantly greater appeal for women twenty-six and older than for men of this age group. Women outnumber men at the lower and upper ends of the

age continuum. Men are most strongly represented in the 23-25 age group.

Thus it appears that men wait to pursue post-high school education and have less persistence over time than women. The college should make greater attempts to attract older men, especially to its technical and vocational education programs. [1]

The college tends to attract a relatively high percent of male students from the public supported high schools in suburban areas within the county. Females from private suburban schools are attracted to the college more than males who, it is assumed, tend to go away from home to attend college. [2] A very significant difference in plans to attend a four-year institution was exhibited between males and females. A majority of males (90.5%) and females (60.8%) intend to continue their education. Of those planning to go to a four-year institution, 64.7% were male. However, of those not intending to transfer, only 19.2% were male. [3] A significantly greater percentage of males (41.0%) than females (31.0%) had attended another institution prior to attending Cuyahoga Community College. [4] Females earned significantly higher grade point averages than males. The median grade point average for females was 2.56 and for males, 2.49. [5]

Age. The median age for Cuyahoga Community College graduates was twenty-two with virtually no difference in median ages between males and females. There were, however, significantly larger number of males than females in the 20-22 year age group--males constituting 64.5% and females accounting for 55.9% of this sample population. [6] A very significant percentage of students came from suburban rather than inner city schools. Within the 23-25 year age group, a greater percentage of

students came from inner-city high schools in comparison to suburban high schools than would normally occur by chance. Similarly, in the 26-34 year age group, the college has a significantly greater number of students from inner-city rather than suburban high schools. [7]

The data indicate that the college serves a young suburban and an older inner-city population. Indeed, the oldest populations (median ages of 23.0 and 22.3) were from out-of-state high schools (assumed residence in Cleveland) and inner-city high schools, respectively, while the youngest sample population, from private suburban schools, had a median age of twenty. Those who had indicated an intention to continue their education were slightly younger than others but the difference was not significant. [8] Academically, the graduates under twenty showed a very significant superiority in achievement over their 20-22 year old classmates. Furthermore, a straight-line regression indicated that with each successive age group the median grade point average increased. [10] Students forty-five and over earned significantly higher grades (median GPA of 3.34) than graduates in the 35-44 age range (median GPA of 2.57). Thus the data demonstrate conclusively that, at Cuyahoga Community College the older student can and does excel in competition with his younger classmates.

Marital Status. A high percentage of Cuyahoga Community College graduates (83.3%) are single. [11] A significantly greater percentage of the males (87.2%) as opposed to females (78.7%) are single, reflecting in part, the accessibility of the college to married women, and non-working men, and the potential educational market for married men. As would be expected, as age increases, the percentage of married



students also increases, from a low of 1.7% in the under twenty age group to a high of 94.6% in the forty-five and over age group. [12] Married students are older by approximately four years. Although the number of graduates from private suburban institutions is small (N=12), all are single. Most attend Cuyahoga Community College immediately upon high school graduation. The higher percentage of married students who graduated from high schools outside the county reflects the in-migration of older students who have been attracted to the Cleveland job-market. Suburban and private high schools within the city send large proportions of single students to the college. [13]

A significant difference in plans to attend a four-year institution exists between married and single students. Of those planning to continue education, approximately 85.0% are single students while among those not planning to attend college, 76.0% are married students. Thus, married students appear to be less persistent in pursuit of a four-year degree, with only 67.1% intending to go on as compared to 78.9% of their single counterparts. [14] Previous college attendance was relatively more frequent among married students than single students, possibly a by-product of the high correlation between age and marital status. [15]

Scholastically, married students had significantly higher grades than single students. The median grade point average for married students was 2.51, while for single students, the median was 2.45. [16]

Veteran Status. Only 5% of CCC graduates (25) were veterans of the armed services. [17] Within the next few years, however, returnees from Viet Nam may increase this percentage significantly. The largest number of veterans (12) fell in the 23-25 year age group. Veterans had



a median age of 24.4 as opposed to 21.8 for non-veterans. [18] Of the total group, twenty-one were male and four were females. No significant difference existed between veterans and the total population in regard to plans for continued education. Academically, veterans had a higher grade point average (2.62) than non-veterans (2.51), but the difference was not significant.

High School Attended. Cuyahoga Community College graduates attended many different high schools. [19] However, few statistically significant differences appeared when the data was analyzed in regard to the type of high school attended by the graduates. A slightly higher percentage of males (40.6%) than females (33.2%) came from suburban high schools, although this difference was not statistically significant. [20] A very significant difference did appear among those students who attended public high schools within the city before matriculation at CCC. Of this group, students in the 23-25 year age group were much more strongly represented than those under twenty, again emphasizing the fact that students from the inner-city wait before seeking post-high school education. [21] Contrary to expectations, a significantly larger percentage of students from suburban high schools in comparison to the total CCC population do not intend to continue their education. [22] Thus, it appears that contact with the college encourages a great many to continue their education regardless of their plans before entering CCC. This finding holds true for all but the students from high schools out of the county located within the state. These students are the oldest. Therefore, it may be assumed that this group consists largely of in-migrants to the county who are working full or part-time. They see CCC programs as a means of

upgrading their job skills and are quick to take advantage of technical education programs.

No significant difference existed in regard to previous college attendance among the sample populations. Therefore, the stereotype of the junior or community college as a dumping ground for suburban high school students who have failed at four-year institutions is untrue. [23]

Another possible interpretation which might tend to confirm the stereotyped view is that since suburban students are younger than all other groups, and previous college attendance correlates with age, students from suburbs are in fact turning to CCC after bad experiences, financial or academic, at other institutions. The difference is in timing--the younger suburban student comes directly from a four-year institution while the older non-suburban student continues his education after an interruption of several years.

Academically, students from suburban high schools (GPA of 2.50) had significantly higher grade point averages than those from inner-city high schools (GPA of 2.27). The highest grade point average, however, was earned by one of the oldest populations--those from public high schools out of the county but within the state (GPA of 2.54). [24]

Previous College Attendance. A significantly greater percentage of males (41.0%) than females (32.0%) had attended another college or university prior to attending CCC. [25] The difference in previous college attendance between those under twenty-three (31.8%) and those twenty-three and over (52.3%) was highly significant. [26] The type of high school attended or the intention to continue education appeared in no way related to the type of high school previously attended. [27,28]

Similarly, in regard to academic performance, those who had attended other colleges did no better than those who attended only Cuyahoga Community College. [29]

Colleges Attended. Cuyahoga Community College graduates have attended a wide variety of colleges prior to enrolling at the college. The principle institutions attended were Ohio State (30), Kent State (27), Ohio University (17), Western Reserve (13), Fenn College (12), Cleveland State (9), and John Carroll (9). [30] Almost one student in four who had previously attended another institution did so within the county. [31] A significantly greater percentage of students under age twenty-three had attended Ohio State in comparison to Kent State. Thus, it appears that the college attracts a reasonable number of older students who may have commuted to the Kent campus prior to the establishment of CCC. [32]

Length of Attendance. Most CCC graduates (51.1%) who had previously attended another school attended for a period of one year. Approximately 25% attended for only one term while 13% attended for a period of two years or longer. [33] Age, sex, high school attended, or intent to continue one's education bore no relation to length of attendance. Although not statistically significant, those who had previously attended another institution for one year had lower median grade point averages (2.24) than those who attended elsewhere for only one semester (2.50). [34]

#### Achieved Characteristics of Students

Degree Awarded. Associate Arts Degrees were awarded to 64.3% of the Cuyahoga Community College 1967 graduates. This represented a drop of 2.3% from the class of 1966. Thus, technical education graduates are

increasing in both absolute and relative terms. The expansion of the Associate in Science Degree programs may be attributed, in part, to greater community awareness. A very significant percentage of women (50.9%) in comparison to men (25.9%) received the Associate in Science degree. [35] However, the percentage of men receiving A.S. degrees increased from 15.9% in 1966 to 25.9% in 1967. By age group, the A.S. degree had a significantly greater appeal for the twenty-three and older age group than for younger students. The median ages for A.S. and A.A. degree holders were 22.3 and 21.7, respectively. The percentage of A.S. graduates increased as age increased from a low of 30.3% among those under twenty to a high of 80.0% among the 35-44 year age group. [36] The greater A.S. preference of those thirty-five and older as compared to those in the age range 25-34 was highly significant. Thus, it appears that the older graduate turned to the college for technical skills rather than general education courses. Perhaps general education courses would attract more older students. It is also possible that college programs are currently providing general education for older students who are not degree seekers. A very significant percentage of graduates from outside the county (57.7%) pursue technical educational programs compared to only 32.4% of those who attended high schools within the county. [37] Technical programs are a strong drawing card for the in-migrant who, being older, desires to upgrade his job skills or enter a new field. As might be expected, the difference in the percentage of A.S. degree and A.A. degree students going on to four-year institutions was highly significant. [38] However, a majority or 51.1% of the A.S. recipients indicated a desire to seek further education.

Approximately 93.5% of the A.A. degree holders said they would go on. It appears that the concept of the A.S. degree as a terminal degree is not clear in the minds of its possessors, nor should it be. Education is a continuing process. CCC graduates recognize this and the community college atmosphere seems to stimulate the desire for further education. More students who transferred to CCC from other institutions tended to enroll in A.A. (72.2%) rather than A.S. (27.8%) degree programs. Statistically, this difference is highly significant. [39] It indicates that CCC graduates see the college as an instrument for returning to a four-year institution. Yet the fact that over 25% switch to technical educational programs indicates that the college offers a clear alternative (technical education) to those who have encountered difficulty at four-year institutions and choose to redefine their goals. Academically, there was no statistically significant difference in the performance of A.A. and A.S. graduates. A.A. graduates had a median grade point average of 2.52, A.S. graduates a median grade point average of 2.50. [40]

Major. The Associate in Science degree was awarded in seventeen different fields. The Associate in Arts degree does not specify a major area of study. However, it is assumed to represent a general or liberal arts major paralleling the lower division programs of four-year institutions. Thus, only patterns of selection for the A.S. degree are analyzed.

Some programs had appeal to members of only one sex--building construction technology, business management, mechanical technology, and transportation for men--dental hygiene, food service management, medical assisting, and nursery school assisting for women. Men dominated



enrollments in all other fields except nursing where the percentage of females was 90.9. [41]

Nursing had by far the largest number of graduates of any technical program, accounting for 40.7% of all A.S. degrees. The very high percentage of nursing degrees is explained, in part, by the fact that nursing is a program in which the receipt of a degree is a prerequisite for obtaining a job. The median age for graduates in this program was 24.2, well above the median age of 22.0 for all other graduates. The high median age is explained by the significantly greater number of students in the twenty-six and over age group. In fact, 88.2% of all A.S. degree recipients over the age of twenty-six (all but four) were preparing to become nurses. [42] The strength of the program's attraction is undeniable. It is, however, virtually the only A.S. degree program attracting students over the age of twenty-six, most of whom are women.

As noted before, over half of the A.S. graduates indicated a desire to continue their education. Over 80% of those earning degrees in building construction technology, business management and data processing indicated an intent to transfer to a four-year institution. Mechanical technology also had a high transfer ratio (64.3%). [44] In comparison to all other A.S. degree graduates, a significantly greater percentage of those in nursing had previously attended another institution. (40% had attended versus 23.6% in all other programs). [45] This may be explained, in part, by the high correlation of age and previous college attendance. In terms of achievement, there was no significant difference in median grade point averages between those in nursing and other programs. [46]

## IV

Future Plans of Graduates

In this section, the future educational and vocational plans of the college's 1967 graduates are analyzed. Educational plans are analyzed in terms of the intention to pursue further education at specific institutions on either a full or part-time basis. The rate of acceptance by other colleges is also noted. Work plans are investigated in terms of rate, type and location of employment. Also of interest is the manner in which jobs were obtained. Some of the information is repetitive in that it has been presented in conjunction with the analysis of background characteristics of Cuyahoga Community College graduates.

College Attendance

As reported in section I, a significantly greater number of men than women planned to continue their education. [47] The tendency for younger students (under twenty-three) to continue their education in greater proportions than older students was not statistically significant. [48] The number of students from the public high schools in suburban areas within the county continuing their education in comparison with those from public high schools outside of the county but within the state, was highly significant. [49] No significant difference existed in plans to continue education between those who had and had not previously attended another institution. [50] Academically, there was no difference in achievement between those who said they intended to pursue further education and those who did not. [51] Thus, at Cuyahoga



Community College motivation rather than academic ability determines who will continue his education.

College Chosen. Cuyahoga Community College graduates planned to attend twenty-two colleges within Ohio. [52] The analysis of college choices on the basis of sex, age, high school attended, marital status, previous college attendance, and grade point average revealed two significant differences. The median grade point average earned by prospective Western Reserve University students (2.76) was significantly higher than the grade point averages of students aspiring to attend any other of the selected institutions. [53] The second important finding to note was that four institutions--Cleveland State (55.1%), Kent State (16.1%), Ohio State (7.3%), and Western Reserve (5.9%)--accounted for 84.4% of all graduates intending to transfer. The flow of students to these institutions emphasizes the need for close cooperation, particularly with Cleveland State which was selected by 44.7% of the 1966 CCC graduates. The four institutions were selected by 80% of the 1966 graduates.

Full or Part-Time Study. Although 382 graduates said they planned to continue their education, only 377 specified whether they planned to attend full or part-time. A significantly greater percentage of men (84.1%) intended to go full-time while among women, 58.3% indicated a desire for full-time attendance. [54] The smaller number of graduates in the 23-25 year age group who intend to attend full-time in comparison to the number planning to attend full-time in the 20-22 year age group was highly significant. Thus, it appears that the decision not to attend full-time is made between the ages of 23-25. [55] Scholarship aid

for this group might encourage a greater number to continue on a full-time basis. In comparison to public suburban high school graduates, a significantly greater number of graduates from inner-city high schools found full-time attendance impractical. [56] Attendance at another college or university had no effect upon plans to continue education on a full or part-time basis. Prospective full-time students had slightly higher grade point averages than part-time students, but the difference was not significant.

Acceptance of CCC Graduates. Males have a significantly higher rate of acceptance (69.2%) than females (52.6%). [57] A clear interpretation of this finding is difficult to make, however, as the percentage reflects only the number of graduates accepted as of June 1 in comparison to the number who indicated they intended to go on. When their education was to continue was not determined. Thus, it is probable that women do not encounter greater difficulty in obtaining acceptance by four-year institutions, but that they delay application for longer periods of time than men. Young males with undetermined draft status are likely to want to stay in school as long as possible. Of those who indicated they were uncertain if they had been accepted, 90% were men, thus supporting the contention that more men than women apply for admission immediately upon graduation from Cuyahoga Community College. The percentage of students accepted declined with increasing age. Thus, the percentage of students under twenty accepted by other institutions (84.1%) was significantly greater than the percentage (68.1%) in the 20-22 age range. [58] There was no significant difference in regard to college acceptance dependant upon the type of high school attended,

nor did previous college attendance affect a candidate's chances for acceptance at another four-year institution. Those who were accepted did not have significantly better grade point averages although those who were uncertain of this acceptance as of June 1 had lower grade point averages than those who had been accepted.

### Work Plans

Of the ninety-eight respondents who indicated they were not going to college, seventy-four or 75.5% indicated they had jobs. [59] The types of jobs most frequently obtained were nurse (39), dental hygienist (9), and medical assistant (3). [60] Although only those not intending to attend a four-year institution were supposed to have answered the question, a number of transfer students also indicated employment. Among the transfer students the most frequently filled positions were nurse (18), accountant (6), salesman (5), secretary (3), nursery school assistant (3), and elementary or secondary teacher (3). Transfer respondents may be working in temporary positions or may be holding such positions for an undetermined amount of time before continuing their education. No significant differences in the ability to get a job were observed in regard to sex, age, high school attended, previous college attended, or grade point average.

Of those who did not have jobs (27) 44.4% were in the process of looking for jobs and 29.7% were going to take a vacation before job hunting. [61] The sample size was too small to make any further analyses which would be meaningful.

Younger graduates (under twenty) tended to work in the suburbs, although the trend was not statistically significant. [62] Of those

from inner-city high schools, 90.1% worked in the city while of those from suburban areas, 36.4% worked in the suburbs. [63]

Job Procurement. The most common means of obtaining a job was through direct application. This method was used by 60.4% of all job holders. Respondents were replying to an open ended question. Therefore, many undoubtedly omitted acknowledgement of the part the College Placement Service played in directing them to the places where there was a high likelihood of employment. The College Placement Service was cited specifically by 11.2% of the respondents. An equal percentage stated that they already worked at the same spot prior to receiving their degree from CCC. [64] A significantly greater percentage of males than females used commercial employment agencies to find employment while a significantly greater percentage of females in comparison to males already worked at the same place before graduation from CCC.

Those who did not attend another institution prior to entering CCC made significantly greater use of the College Placement Service than their counterparts. [65] Academically, although not statistically significant, those using the College Placement Service had the highest grade point averages.

Relationship of Education to Work. A very significant number of women (85.6%) in comparison to men (51.6%) found their education related "very much" to their job. [66] Graduates over twenty-two found a significantly higher relationship between job and education. [67] This may be explained in part by the temporary nature of male employment due to earlier matriculation at four-year institutions. The predominance of older women in nursing programs also helps to explain this finding.

A marked contrast in the education-job relationship was exhibited between those who attended public high schools in the city (high correlation) and private schools in the city (low correlation). [68]

A significant trend was for those not intending to continue education (85.0%) to see their education as very much related to their jobs, while among those planning to transfer, only 66.3% stated such a relationship. [69]

More education related jobs must be found for transfer students. It is well known, however, that temporary jobs for social science majors do not pay as well as positions in business. It should be noted that those who found a high relationship between education and job had higher grades (GPA of 2.51) than those who stated that there was "some" relationship (GPA of 2.27) or "none at all" (GPA of 2.27). Thus, regardless of subject major, the good student tends to obtain an education-related job while the poor student does not. The better student, however, may tend to see more direct relationships between education and the work world than a lower achieving, less aware student.



### Financial Aid

The college's financial aid program by design, or not, serves primarily the female graduate (29.1% of females versus 11.8% of males).

[70] Statistically, the difference was highly significant. The percentage of students receiving financial assistance (19.6%) increases with each successive age group with the exception of those in the 20-22 age range. Significantly greater numbers of students twenty-three and over (41.0%) received aid in comparison to their younger classmates (16.3%). [71] Students from inner-city high schools received proportionate, but not significantly greater aid. The college must publicize the availability of aid, particularly to this sample population. Intent to continue education had no effect on the receipt of financial aid, nor did previous college attendance. The fact that those who received aid had significantly higher grade point averages (2.74) than those who did not receive aid (GPA of 2.27) suggests an assistance program based more on ability than need. [72] Indeed, 36 of the 58 (62%) who reported the type of aid they received stated that their aid was in the form of a scholarship for which the minimum requirement is a grade point average of 2.50. [73] Loan programs are, however, available for all students in good academic standing but were used by only 25.8% of those indicating the type of aid received. No significant differences in regard to sex, age, high school attended, intent to continue education or previous college attendance were discovered in relation to the amount or type of assistance. [74]

## VI

Attitudes Toward College

The 1967 graduates have a very positive affect for the college. When asked, "If you had it to do over again, would you attend Cuyahoga Community College?" 88.1% of the respondents answered, "Yes." [75] In 1966, 89.1% gave a similar response. Males and females were equally positive although, in 1966, females were slightly more positive than males. Graduates 23 and over were more satisfied than younger graduates. [76] A significantly greater percentage of students from public inner-city schools (93.9%) than public suburban schools (83.9%) indicated they would return to CCC if they had it to do over again. [77] The split in opinions between those who would or would not transfer to four-year institutions was of no significance, both groups being equally favorable. [78] Similarly, those who attended another institution prior to attending CCC were as enthusiastic about their experience as those who attended only CCC. [79] Academically, those who would remain at CCC had a median grade point average of 2.52 as compared to a median grade point average of 2.25 for negative respondents. The difference, however, was not statistically significant. [80]

Preferred Institutions. Less than half of the females who said they would not return to Cuyahoga Community College were able to specify the institution they would have preferred to attend while approximately 70% of the males specified a particular institution. Cleveland State was the most frequently chosen institution (14) with Ohio State second (6) and



Western Reserve third (3). [81] The size of the sample was too small to warrant further analysis.

Reasons for going Elsewhere. The most frequently mentioned reason for desiring to go elsewhere was that transfer of credits would have been easier. This complaint (N=20) accounted for 37.0% of all responses. CCC graduates (9) felt that attendance at a four-year institution would have eliminated the problem of adjustment to a new situation during the junior year. An equal number of graduates desired more social life. [82]

Likes. In response to the open-ended question, "Thinking back, what did you like best about this college?" CCC graduates cited with greatest frequency "friendly and helpful instructors" (179), and "competent instructors" (158) as the two most desirable characteristics of the college. Other items drawing more than 100 responses were "modest price" (115), "friendly students" (104), and "suitable curriculum" (102). A significantly greater number of females than males cited the friendliness of the student body. [83] Competent instructors were praised by a significantly greater percentage of students in the 26-34 year age group as opposed to the 20-22 year age group. [84] "Suitable curriculum" was cited by a significantly greater percentage of graduates in the 20-22 age range as compared to those graduates under twenty. It could be hypothesized that older students found the curriculum more suited to their needs because they were attracted by specific programs of the college while younger students with changing areas of interest are attracted by the institution more than a specific program.

The friendliness and helpfulness of instructors was noted to a significantly greater degree by students from parochial schools within the

city than by students from suburban schools within the county. In terms of residence, however, these groups may be quite similar as many students in parochial schools live in the suburbs but commute to school in the inner-city. The number of students from public high schools within the city citing the modest cost of attending CCC was significantly greater than among students from public suburban high schools. Although only twelve graduates cited extra curricular activities as a most liked characteristic of the college, the number citing this item who came from private high schools within the city was significantly greater than for graduates from public suburban high schools. [85]

The quality of instruction ("competent instructors") was noted particularly by those who had previously attended other institutions. [86] The difference was statistically significant. The college can take pride in the fact that students who have attended other colleges rate instruction at Cuyahoga Community College so highly. This finding supports the view of a community college as a teaching rather than a research-oriented institution, much to the satisfaction of its students.

Academically, those who liked the convenient location of the college best had significantly lower grade point averages than the total population. Of the larger sample populations, the highest grade point averages were achieved by those who cited competent instructors, opportunity for higher education, and friendly and helpful students as characteristics of the college which were liked best. [87]

Dislikes. Criticisms of the college fell into ten main categories. The categories and the frequencies with which they were noted were poor physical plant (117); poor cafeteria, recreation facilities and student

activities (65); poor administrative communications (including complaints concerning registration) (63); lack of college atmosphere (58); immature student body (43); limited curriculum including transfer problems (17); inadequate counseling (17); incompetent instructors (17); low academic standards (15); and indifferent instructors (10). [88]

Many of the negative statements were well-qualified indicating that incompetent instructors or inadequate counseling was not a general complaint but, for the most part, was a complaint concerning only one or two instructors. The fact that only 4% or less of the complaints registered (over 1/3 of the students registered no complaints) concerned instructors, counseling, curriculum, or academic standards indicates a high degree of satisfaction with the college's programs. Overall, likes outnumbered criticisms by almost 2:1 (819 to 422).

The new Metropolitan Campus should negate many of the complaints concerning the instructional and recreational facilities and should also help to provide a more collegiate atmosphere.

The complaint concerning the lack of a collegiate atmosphere was made by a significantly greater number of males than females. Graduates under twenty were much more critical of the physical plant than those in the 23-25 age group while those in the 23-25 age range were much more critical of the administrative communication and the registration process than those under twenty. [89] Statistically, the difference was highly significant. It serves to emphasize the need for making information and registration services more readily available to the older student who attends primarily on a part-time basis.

A number of significant differences occurred when data were analyzed according to high school attended. [90] Students from private high schools within the city were more critical of the physical plant than those from public high schools within the city. This reflects unfavorably upon the facilities of the Cleveland Public Schools if we assume they are being used as a standard of comparison. Students from public high schools in the city were more critical of administrative communication and registration than graduates from private high schools within the city. The complaint regarding low academic standards was voiced to a significantly greater degree by graduates from public high schools in the suburbs than by students from private high schools in the city. Inadequate counseling was a cause for complaint among the city's public high school graduates more than among the graduates of the city's private high schools. The differences in opinion between public and private high school graduates suggest that these populations are different in a number of ways.

The only objection which showed differing view points between those who intend or do not intend to transfer to a four-year institution was in regard to administrative communication, including registration. Those who did not intend to continue their education were significantly more critical in this respect. [91] Those who had attended other institutions had basically the same objections voiced by those who had only attended Cuyahoga Community College. [92] Academically, those who complained of the lack of college atmosphere at CCC had the lowest median grade point averages (2.49) while those who complained of low academic

standards had the highest median grade point averages (2.84). The differences approached but did not reach statistical significance. [93]

## VII

### Western Campus

Western Campus began operation in September 1966, and from those enrolling, seventy students received associate degrees at the end of the academic year in June 1967. Most of these students began their college careers at Metropolitan Campus, and are, therefore, not entirely representative of the Western Campus. Their attitudes toward the college would naturally be colored by experiences at both campuses. The data in this section should be viewed with this in mind.

This profile of the Western Campus graduates is based upon forty usable questionnaires which were completed by the graduates. Because of the smaller sample, the analysis is not nearly as intensive. A comparison of Western and Metropolitan Campus graduates suggests that the two populations are quite different.

#### Background Characteristics

The Western Campus graduates are predominantly (75%) males as opposed to the Metropolitan Campus (54% are males). Western graduates are also younger (median age of 21.5 compared to 22.0 for the Metropolitan graduates). Females are particularly young (median age of 19.7). This is due in part to the concentration of nursing majors on the Metropolitan Campus. There were no female graduates over the age of twenty-two on the Western Campus. Most students were single (87%). Whereas, on the Metropolitan Campus, a greater percentage of men (87%) than women (79%) were single, the opposite was true on the Western Campus where



sented 5% of the graduates of both campuses. Almost half (19 of 40) of the Western graduates had attended high schools located in the suburbs. Among Metropolitan graduates, this percentage was 43.8.

Prior to attending the Western Campus of CCC fewer graduates (27.5%) had attended another institution than was the case at the Western Campus where 36.9% had gone to other institutions. This difference is explained in part by the fact that Western Campus graduates are younger than their Metropolitan Campus counterparts.

#### Achievement at Cuyahoga Community College

Graduates of the Western Campus showed a marked preference for the Associate in Arts degree program. Approximately 82% of the men and all of the women were awarded the A.A. degree. In contrast, at the Metropolitan Campus, the Associate in Arts degree was awarded to 75.0% of the men and 50.9% of the women. The highly significant difference is explained somewhat by the relative newness of the Western Campus and the developing state of its technical and vocational educational programs.

Academically, Western Campus graduates (GPA of 2.34) did not achieve as well as Metropolitan graduates (GPA of 2.52). The trend for women to do better than men continued. At the Western Campus, women had a median grade point average of 2.45, men a median grade point average of 2.24 while on the Metropolitan Campus the median grade point averages for women and men were 2.56 and 2.49, respectively.

#### Future Plans

All of the Western Campus graduates indicated they intended to transfer to a four-year institution. On the Metropolitan Campus, less than 80% said they would continue their education. At least 60% of those

intending to continue planned to do so on a full-time basis, a percentage slightly higher than on the Metropolitan Campus. College acceptance was granted to about 63% of the men and 90% of the women. Thus, contrary to the finding on the Metropolitan Campus, women on the Western Campus have a much higher acceptance rate than women on the Metropolitan Campus where only 52.6% were accepted as students at four-year institutions.

The sample was too small to permit in depth analysis of job plans or patterns of financial acceptance. Nine of the forty students indicated they planned to work in addition to continuing their education. Only four students, or 10% of the respondents, received financial aid. Three of these were women.

#### Attitudes Toward Cuyahoga Community College

Students at the Western Campus also have a high positive affect for the college. When asked, "If you had it to do over again, would you attend Cuyahoga Community College?" 80% replied, "yes." This was about 8% fewer than responded in a like manner from the Metropolitan Campus. The difference, however, was not statistically significant.

Likes. When asked, "Thinking back, what did you like best about this college?" the graduates' responses (N=87) fell into nine main categories. The categories and the number of responses in rank order were friendly and helpful instructors (28); competent instructors (19); convenient location (10); modest price (10); friendly students (8); small classes (5); opportunity for higher education (3); extra curricular activities (2), and suitable curriculum (2).

In comparison to responses made by Metropolitan graduates, Western graduates had a greater appreciation of the friendliness and quality of

instructors, the fact that Cuyahoga Community College provided an opportunity for higher education, the location of the college, and the small classes. None of these differences were statistically significant.

Dislikes. When asked, "What did you find most objectionable?" only 32 responses were made. Thus, positive comments outweighed negative comments by almost 3:1. The sample was so small that further discussion is not warranted.

## **APPENDIX I**

### **SUMMARY OF STATISTICALLY SIGNIFICANT FINDINGS**

## APPENDIX I

Summary of Statistically Significant Findings<sup>1</sup>

## Table

1. There are more women graduates than men graduates age 26 and over. ( $\chi^2 = 6.58$ )
2. Males from private high schools in the suburbs do not choose to attend Cuyahoga Community College. ( $\chi^2 = 5.53$ )
3. More men graduates than women graduates plan to continue their education. ( $\chi^2 = 65.38$ )
4. Greater numbers of men than women graduates have previously attended another institution of higher education. ( $\chi^2 = 4.28$ )
5. Women graduates earned higher grades than men graduates. ( $\chi^2 = 4.58$ )
7. A. There is a heavier concentration of graduates in the 20-22 year age group from public suburban high schools within the county than from public high schools in the city. ( $\chi^2 = 9.59$ )  
 B. There is a heavier concentration of graduates in the 23-25 year age group from public high schools in the city than from public suburban high schools within the county. ( $\chi^2 = 5.11$ )  
 C. There is a heavier concentration of graduates in the 26-34 year age group from public high schools in the city than from public suburban high schools within the county. ( $\chi^2 = 5.79$ )
9. Graduates under 20 have attended other colleges or universities less often than older graduates. ( $\chi^2 = 32.4$ )
10. A. Graduates under 20 earned higher grades than graduates 20 and over. ( $\chi^2 = 7.36$ )  
 B. Graduates 45 and over earned higher grades than graduates 36-44. ( $\chi^2 = 4.87$ )
11. More female graduates than male graduates are married. ( $\chi^2 = 5.04$ )
14. More single graduates than married graduates plan to continue their education. ( $\chi^2 = 5.80$ )
16. Married graduates earned higher grades than single graduates. ( $\chi^2 = 4.79$ )

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<sup>1</sup>For a definition of statistical significance, see page 5.

## APPENDIX I (Cont.)

## Table

21. There is a larger concentration of graduates from public high schools in the city in the age group 23-25 as compared to graduates under 20 years of age from the same high schools. ( $\chi^2 = 7.00$ )
22. Graduates from public high schools outside the county but within the state continue their education less frequently than other graduates. ( $\chi^2 = 6.25$ )
24. Graduates from public suburban high schools within the county earn higher grades than graduates from public high schools within the city. ( $\chi^2 = 4.45$ )
26. Graduates 23 and over have attended other higher education institutions more frequently than younger graduates. ( $\chi^2 = 17.0$ )
32. Graduates who previously attended Kent State University are older than graduates who attended Ohio State University. ( $\chi^2 = 7.77$ )
35. More female than male graduates earned the Associate in Science degree. ( $\chi^2 = 30.0$ )
36. A. More graduates 23 and over earned the Associate in Science degree than the Associate in Arts degree. ( $\chi^2 = 11.9$ )  
 B. Graduates ages 23-34 compared to graduates 35 and over earn more A.A. degrees. ( $\chi^2 = 13.3$ )
37. Graduates who attended high schools outside of the county earned more Associate in Science degrees than graduates from high schools within the county. ( $\chi^2 = 14.38$ )
38. Graduates earning Associate in Arts degrees continue their education more often than graduates earning Associate in Science degrees. ( $\chi^2 = 121.9$ )
39. Graduates who have attended other higher education institutions earned the A.A. degree more often than other graduates. ( $\chi^2 = 41.6$ )
42. A. Graduates 26 and over are enrolled in the nursing program more often than in any other A.S. degree program. ( $\chi^2 = 53.99$ )  
 B. Graduates 35-44 years of age enrolled in the dental hygiene program more frequently than graduates in the 20-22 age range. ( $\chi^2 = 5.83$ )



## APPENDIX E (Cont.)

## Table

45. More graduates enrolled in nursing previously attended another higher education institution than graduates enrolled in any other A.S. degree program. ( $\chi^2 = 5.84$ )
49. More graduates from public suburban high schools within the county than from public high schools out of the county but within the state intended to continue their education. ( $\chi^2 = 7.27$ )
53. Graduates planning to attend Case-Western Reserve University earned higher grades than graduates planning to attend Cleveland State University. ( $\chi^2 = 10.17$ )
55. Graduates in the age group 23-25 plan to continue their education on a part-time basis more often than graduates between 20-22. ( $\chi^2 = 7.76$ )
56. Graduates who attended public high schools within the city plan to continue their education on a part-time basis more often than graduates of public suburban high schools within the county. ( $\chi^2 = 6.96$ )
57. More male than female graduates planning to continue their education have been accepted at a four-year institution. ( $\chi^2 = 15.03$ )
58. More graduates under the age of 20 than graduates of ages 20-22 who were planning to continue their education were accepted at four-year institutions. ( $\chi^2 = 4.37$ )
64. A. More female than male graduates planning to work had previously worked at the place where they were employed after graduation from Cuyahoga Community College. ( $\chi^2 = 4.68$ )  
 B. More male than female graduates used a commercial employment agency in obtaining a job. ( $\chi^2 = 5.01$ )
65. More graduates who had not than had previously attended another higher education institution used the College Placement Service. ( $\chi^2 = 3.93$ )
66. Female graduates found a higher relationship between education and work than male graduates. ( $\chi^2 = 26.29$ )
67. Graduates ages 23 and over found their education more highly related to their work than younger graduates. ( $\chi^2 = 9.05$ )
68. Graduates from private high schools within the city found their education more related to their work than graduates from public high schools within the city. ( $\chi^2 = 4.72$ )

## APPENDIX I (Cont.)

## Table

69. Graduates not planning to continue their education found their education more highly related to their work than graduates who planned to continue their education. ( $\chi^2 = 8.74$ )
70. More female than male graduates received financial aid. ( $\chi^2 = 23.31$ )
71. More graduates 23 and over than under 23 received financial aid. ( $\chi^2 = 10.01$ )
72. Graduates who received financial aid earned higher grades than those who did not receive aid. ( $\chi^2 = 19.21$ )
76. More graduates 23 and over than under 23 would attend Cuyahoga Community College again if they had it to do over. ( $\chi^2 = 13.22$ )
77. More graduates from public high schools within the city than public suburban high schools within the county would attend Cuyahoga Community College if they had it to do over. ( $\chi^2 = 5.07$ )
83. "Friendly students" was cited as a most liked characteristic of the college more frequently by females than males. ( $\chi^2 = 6.22$ )
84. A. "Competent instructors" was cited as a most liked characteristic of the college by graduates 26-34 years of age more often than by graduates of ages 20-22. ( $\chi^2 = 4.50$ )
- B. "Suitable curriculum" was cited as a most liked characteristic by graduates ages 20-22 more often than by graduates under the age 20. ( $\chi^2 = 5.39$ )
- C. "Friendly and helpful instructors" was cited as a most liked characteristic of the college more frequently by graduates ages 23-25 than 20-22. ( $\chi^2 = 6.09$ )
85. A. "Modest price" was cited more frequently by graduates from public high schools in the city than graduates of private high schools in the city as a most liked characteristic of Cuyahoga Community College. ( $\chi^2 = 6.73$ )
- B. "Extracurricular activities" was cited as a most liked characteristic of the college more frequently by graduates from private high schools in the city than by graduates from public suburban high schools within the county. ( $\chi^2 = 6.52$ )
86. "Competent instructors" was cited as a most liked characteristic of the college more frequently by graduates who have also attended

## APPENDIX I (Cont.)

## Table

another college than by graduates who have attended only Cuyahoga Community College. ( $\chi^2 = 6.29$ )

87. Graduates who cited "convenient location" as a most liked characteristic of the college had lower grade point averages than graduates who cited other characteristics. ( $\chi^2 = 5.55$ )
88. "Lack of college atmosphere" was cited more frequently by male than female graduates as a characteristic of the college which was disliked most. ( $\chi^2 = 6.94$ )
89. A. "Physical plant" was cited as a characteristic of the college which was disliked most more frequently by graduates under 20 than graduates ages 23-25. ( $\chi^2 = 4.37$ )
  - B. "Administrative communication" (including registration) was cited as a characteristic of the college which was disliked most more frequently by graduates 23-25 than by graduates under 20. ( $\chi^2 = 9.40$ )
90. A. "Physical plant" was cited as a characteristic of the college which was disliked most more frequently by graduates from private high schools in the city than graduates from public high schools in the city. ( $\chi^2 = 4.84$ )
  - B. "Administrative communication" (including registration) was cited as a characteristic of the college which was disliked most more frequently by graduates from public high schools within the city than graduates from private high schools within the city. ( $\chi^2 = 7.08$ )
  - C. "Low academic standards" was cited as a characteristic of the college which was disliked most more frequently by graduates from public suburban high schools within the county than by graduates from private high schools within the city. ( $\chi^2 = 4.41$ )
  - D. "Counseling" was cited as a most disliked characteristic of the college more frequently by graduates from public high schools in the city than by graduates from private high schools in the city. ( $\chi^2 = 6.00$ )
91. "Administrative communication" (including registration) was cited as a most disliked characteristic of the college more frequently by graduates who do not plan to continue their education than by graduates planning to transfer to four-year institutions. ( $\chi^2 = 22.4$ )

**APPENDIX II**  
**PRESENTATION OF TABLES**

TABLE 1\*

## SEX BY AGE

	Less than 20	20-22	23-25	26-34	35-44	45-Over	Total
MALE	23	171	50	12	7	2	265
FEMALE	35	124	29	15	8	11	222
NO RESPONSE							
TOTAL	58	295	79	27	15	13	487

TABLE 2\*

## SEX BY HIGH SCHOOL ATTENDED

	In City		Suburban in County		Out of County in State		Out of State		Total
	Public	Private	Public	Private	Public	Private	Public	Private	
MALE	69	61	108	3	17	2	5	1	266
FEMALE	53	5	73	9	25	3	7		175
NO RESPONSE									
TOTAL	122	66	181	12	42	5	12	1	441

TABLE 3\*\*

SEX BY PLANS TO  
CONTINUE EDUCATION

	Plan to Continue	Plan not to Continue	Uncertain	Total
MALE	247	21	5	273
FEMALE	135	83	4	222
NO RESPONSE				
TOTAL	382	104	9	495

TABLE 4\*

SEX BY  
PREVIOUS COLLEGE ATTENDANCE

	Attended	Did not Attend	Total
MALE	110	158	268
FEMALE	71	151	222
NO RESPONSE			
TOTAL	181	309	490



TABLE 5 \*  
SEX BY GRADE POINT AVERAGE

	Less than 2.00	2.00-2.24	2.25-2.49	2.50-2.74	2.75-2.99	3.00-3.24	3.25-3.49	3.50-3.74	3.75-4.00	Total	Median
											GPA
MALE	3	71	61	61	37	18	13	7	1	272	2.49
FEMALE	3	47	52	34	37	24	15	6	5	223	2.56
NO RESPONSE											
TOTAL	6	118	113	95	74	42	28	13	6	495	2.52

**TABLE 6\***  
**AGE BY SEX**

	Male	Female	Total
LESS THAN 20	23	35	58
20-22	171	124	295
23-25	50	29	79
26-34	12	15	27
35-44	7	8	15
45-Over	2	11	13
NO RESPONSE	8	3	11
TOTAL	273	225	498
MEDIAN AGE	21.9	21.9	21.9

TABLE 7\*

AGE BY

## HIGH SCHOOL ATTENDED

	<u>In City</u>		<u>Suburban in County</u>		<u>Out of County in State</u>		<u>Out of State</u>		<u>Total</u>
	<u>Public</u>	<u>Private</u>	<u>Public</u>	<u>Private</u>	<u>Public</u>	<u>Private</u>	<u>Public</u>	<u>Private</u>	
LESS THAN 20	8	15	20	6	6	1	2		58
20-22	68	65	130	5	18		4		290
23-25	26	22	20		6	2	1		77
26-34	10	4	4	1	3		2	1	25
35-44	4		2		4	1	2		13
45-Over	5	1	1		3	1	1		12
NO RESPONSE	1	4	4		2				11
TOTAL	122	111	181	12	42	5	12	1	486
MEDIAN AGE	22.3	21.6	21.8	20.0	22.3	2	23.0	30.5	22.0

TABLE 8

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AGE BY PLANS TO  
CONTINUE EDUCATION

	Plan to Continue	Plan not to Continue	Uncertain	Total
LESS THAN 20	44	13		57
20-22	237	54	3	294
23-25	58	17	4	79
26-34	19	6	1	26
35-44	8	7		15
45-Over	8	4	1	13
NO RESPONSE	8	3		11
TOTAL	382	104	9	495
MEDIAN AGE	21.8	22.1	24.1	21.9

TABLE 9 \*\*

AGE BY  
PREVIOUS COLLEGE ATTENDANCE

	Attended	Did not Attend	Total
LESS THAN 20	2	56	58
20-22	109	182	291
23-25	44	32	76
26-34	13	14	27
35-44	8	7	15
45-Over	3	9	12
NO RESPONSE	2	9	11
TOTAL	181	309	490
MEDIAN AGE	22.4	21.5	21.9

TABLE 10\*\*  
AGE BY GRADE POINT AVERAGE

	Less than 2.00	2.00-2.24	2.25-2.49	2.50-2.74	2.75-2.99	3.00-3.24	3.25-3.49	3.50-3.74	3.75-4.00	Total	Median GPA
LESS THAN 20		13	11	9	8	8	4	2	2	57	2.62
20-22	4	80	72	58	42	20	14	4		294	2.46
23-25	1	18	19	18	8	10	3	1	1	79	2.52
26-34		3	5	5	7	3	3		1	27	2.52
35-44		3	3	3	2			3	1	15	2.57
45-Over			1	1	3		4	3	1	13	3.34
NO RESPONSE	1	1	2	1	4	1				10	2.74
TOTAL	6	118	113	95	74	42	28	13	6	495	2.52

TABLE 11  
MARITAL STATUS BY SEX

	Male	Female	Total
SINGLE	238	177	415
MARRIED	33	43	76
OTHER	2	5	7
NO RESPONSE			
TOTAL	273	225	498

TABLE 12  
MARITAL STATUS BY AGE

	Less than 20	20-22	23-25	26-34	35-44	45-Over	Total	Median Age
SINGLE	57	274	59	10	3	1	404	21.6
MARRIED	1	20	19	16	9	11	76	25.7
OTHER		1	1	1	3	1	7	36.2
NO RESPONSE								
TOTAL	58	295	79	27	15	13	487	21.9



TABLE 13

MARITAL STATUS BY  
HIGH SCHOOL ATTENDED

	In City		Suburban in County		Out of County in State		Out of State		Total
	Public	Private	Public	Private	Public	Private	Public	Private	
SINGLE	92	104	162	12	28	2	7		407
MARRIED	26	7	17		13	3	5	1	72
OTHER	4		2		1				7
NO RESPONSE									
TOTAL	122	111	181	12	42	5	12	1	486

TABLE 14\*

MARITAL STATUS BY PLANS  
TO CONTINUE EDUCATION

	Plan to Continue		Plan not to Continue		Uncertain		Total
	Public	Private	Public	Private	Public	Private	
SINGLE	325		79		8		412
MARRIED	51		24		1		76
OTHER	6		1				7
NO RESPONSE							
TOTAL	382		104		9		495

TABLE 15  
MARITAL STATUS BY  
PREVIOUS COLLEGE ATTENDANCE

	Attended	Did not Attend	Total
SINGLE	139	269	408
MARRIED	39	36	75
OTHER	3	4	7
NO RESPONSE			
TOTAL	181	309	490

TABLE 16  
MARITAL STATUS BY GRADE POINT AVERAGE

	Less than 2.00	2.00-2.24	2.25-2.49	2.50-2.74	2.75-2.99	3.00-3.24	3.25-3.49	3.50-3.74	3.75-4.00	Total	Median GPA
SINGLE	5	107	94	80	59	37	21	7	2	412	2.24
MARRIED	1	10	18	14	14	4	7	4	4	76	2.51
OTHER		1	1	1	1	1		2		7	2.87
NO RESPONSE											
TOTAL	6	118	113	95	74	42	28	13	6	495	2.52

TABLE 17  
VETERAN STATUS BY SEX

	Male	Female	Total	Grade Point Average
VETERAN	21	4	25	2.62
NON-VETERAN	252	221	473	2.51
NO RESPONSE				
TOTAL	273	225	498	2.52

TABLE 18  
VETERAN STATUS BY AGE

	Less than 20	20-22	23-25	26-34	35-44	45-Over	Total	Median Age
VETERAN	1	2	12	6	2	2	25	24.4
NON-VETERAN	57	293	67	21	13	11	462	21.8
NO RESPONSE								
TOTAL	58	295	79	27	15	13	487	21.9

TABLE 19

## HIGH SCHOOLS ATTENDED BY GRADUATES

HIGH SCHOOL	Male	Female	Total
Jane Adams		3	3
John Adams	13	5	18
Bay Village	1	1	2
Beachwood		2	2
Beaumont		1	1
Bedford		3	3
Benedictine	16	1	17
Berea	2	3	5
Brecksville	1	2	3
Brooklyn	2		2
Brush	13	5	18
Byzantine		3	3
Cathedral Latin	4		4
Central		2	2
Chanel	2		2
Cleveland Extension John Hay	1	1	2
Cleveland Heights	24	13	37
Collinwood	4	4	8
Cuyahoga Heights		2	2
East	5	8	13
East Tech.	3	3	6
Edison	1		1
Euclid	4	5	9
Fairview Park	2	2	4
Garfield Heights	7	8	15
Gilmour	2	4	6
John Hay	1	4	5
Hoban Dominican		5	5
Holy Name	2	3	5
Independence	1	2	3
John F. Kennedy	1		1
Lakewood	6	3	9
Laurel	4	2	6
Lourdes Academy		7	7
Lutheran East	1	1	2

TABLE 19 (CONTINUED)

HIGH SCHOOL	Male	Female	Total
Lutheran West		1	1
Magnificat		1	1
John Marshall	5	4	9
Maple Heights	3	2	5
Marymount		6	6
Mayfield	5	3	8
Midpark	3	3	6
Nazareth		3	3
Ernest E. Root	1		1
North Olmsted		1	1
Notre Dame Academy		3	3
Olmsted Falls		1	1
Orange	3		3
Padua	4		4
Parma	5	4	9
Regina		4	4
Rhodes	6	1	7
Rocky River	1	1	2
St. Augustine		4	4
St. Edward	18		18
St. Francis		2	2
St. Ignatius	1		1
St. John Cantius	1		1
St. Joseph High School	11	1	12
St. Joseph Academy		2	2
St. Michael	4	2	6
St. Peter		1	1
St. Procop		2	2
St. Stanislaus		1	1
St. Stephen		1	1
Shaker Heights	4	2	6
Shaw	12	2	14
Solon	1		1
Strongsville	1	1	2
South	8	6	14

TABLE 19 (CONTINUED)

HIGH SCHOOL	Male	Female	Total
Ursuline Academy		2	2
Valley Forge		2	2
Villa Angela		2	2
Warrensville	3		3
West High	3	3	6
West Tech	12	3	15
Westlake	1		1
Geauga County	1		1
Other Ohio	20	28	48
Other U.S.A.	6	7	13
No Response	7	5	12
<b>TOTAL</b>	<b>273</b>	<b>225</b>	<b>498</b>



TABLE 20

## HIGH SCHOOL ATTENDED BY SEX

	Male	Female	Total
IN CITY			
Public	69	53	122
Private	61	50	111
SUBURBAN IN COUNTY			
Public	108	73	181
Private	3	9	12
OUT OF COUNTY-IN STATE			
Public	17	25	42
Private	2	3	5
OUT OF STATE			
Public	5	7	12
Private	1		1
NO RESPONSE	7	5	12
TOTAL	273	225	498

TABLE 21 \*\*

## HIGH SCHOOL ATTENDED BY AGE

	Less than 20	20-22	23-25	26-34	35-44	45-Over	Total
IN CITY							
Public	8	68	26	10	4	5	121
Private	15	65	22	4		1	107
SUBURBAN IN COUNTY							
Public	20	130	20	4	2	1	177
Private	6	5		1			12
OUT OF COUNTY-IN STATE							
Public	6	18	6	3	4	3	40
Private	1		2		1	1	5
OUT OF STATE							
Public	2	4	1	2	2	1	12
Private				1			1
NO RESPONSE		5	2	2	2	1	12
TOTAL	58	295	79	27	15	13	487

TABLE 22\*

HIGH SCHOOL ATTENDED BY  
PLANS TO CONTINUE EDUCATION

	Plan to Continue	Plan not to Continue	Uncertain	Total
IN CITY				
Public	93	24	4	121
Private	86	23	1	110
SUBURBAN IN COUNTY				
Public	146	31	3	180
Private	8	4		12
OUT OF COUNTY-IN STATE				
Public	26	15	1	42
Private	4	1		5
OUT OF STATE				
Public	10	2		12
Private		1		1
NO RESPONSE	9	3		12
TOTAL	382	104	9	495

TABLE 23

HIGH SCHOOL ATTENDED BY  
PREVIOUS COLLEGE ATTENDANCE

	Attended	Did not Attend	Total
IN CITY			
Public	43	76	119
Private	38	71	109
SUBURBAN IN COUNTY			
Public	69	111	180
Private	2	10	12
OUT OF COUNTY-IN STATE			
Public	16	26	42
Private	1	3	4
OUT OF STATE			
Public	7	4	11
Private		1	1
NO RESPONSE	4	7	11
TOTAL	180	309	489

TABLE 24\*

HIGH SCHOOL ATTENDED BY  
GRADE POINT AVERAGE

	Less than 20										Total	Median GPA
		2.00-2.24	2.25-2.49	2.50-2.74	2.75-2.99	3.00-3.24	3.25-3.49	3.50-3.74	3.75-4.00			
IN CITY												
Public	1	35	30	22	20	8	4	2			122	2.27
Private	2	27	26	20	12	13	7	3			110	2.25
SUBURBAN IN COUNTY												
Public	3	37	40	38	27	15	14	4	2		180	2.50
Private		3	2	2	2	1		1	1		12	2.51
OUT OF COUNTY - IN STATE												
Public		9	10	9	6	4	1	2			41	2.54
Private		3		1					1		5	2.25
OUT OF STATE												
Public		3	1	2	3		1	1	1		12	2.25
Private					1						1	
NO RESPONSE												
		1	4	1	3	1	1		1		12	2.87
TOTAL	6	118	113	95	74	42	28	13	6		495	2.52

TABLE 25 \*

PREVIOUS COLLEGE ATTENDANCE

BY SEX

	Male	Female	Total
ATTENDED	110	71	181
DID NOT ATTEND	158	151	309
NO RESPONSE	5	3	8
TOTAL	273	225	498

TABLE 26 \*

PREVIOUS COLLEGE ATTENDANCE

BY AGE

	Less than 20	20-22	23-25	26-34	35-44	45-Over	Total
ATTENDED	2	109	44	13	8	3	179
DID NOT ATTEND	56	182	32	14	7	9	300
NO RESPONSE		4	3			1	8
TOTAL	58	295	79	27	15	13	487

TABLE 27

## PREVIOUS COLLEGE ATTENDANCE

## BY HIGH SCHOOL ATTENDED

	<u>In City</u>		<u>Suburban in County</u>		<u>Out of County in State</u>		<u>Out of State</u>		<u>Total</u>
	Public	Private	Public	Private	Public	Private	Public	Private	
ATTENDED	43	69	38	2	16	1	8		177
DID NOT ATTEND	76	111	71	10	26	3	4	1	302
NO RESPONSE	3	1	2			1			7
TOTAL	122	181	111	12	42	5	12	1	486

TABLE 28

## PREVIOUS COLLEGE ATTENDANCE

## BY PLANS TO CONTINUE EDUCATION

	<u>Plan to Continue</u>		<u>Plan not to Continue</u>		<u>Total</u>
	Public	Private	Public	Private	
ATTENDED	145		31	4	180
DID NOT ATTEND	231		72	4	307
NO RESPONSE	6		1	1	8
TOTAL	382		104	9	495

TABLE 29  
PREVIOUS COLLEGE ATTENDANCE  
BY GRADE POINT AVERAGE

	Less than 20										Median GPA
		2.00-2.24	2.25-2.49	2.50-2.74	2.75-2.99	3.00-3.24	3.25-3.49	3.50-3.74	3.75-4.00	Total	
ATTENDED	3	37	43	36	27	15	13	6	1	181	2.55
DID NOT ATTEND	3	79	.69	58	45	26	15	7	4	306	2.50
NO RESPONSE		2	1	1	2	1			1	8	2.87
TOTAL	6	118	113	95	74	42	28	13	6	495	2.52



TABLE 30  
INSTITUTIONS PREVIOUSLY ATTENDED BY SEX

	Male	Female	Total
BALDWIN WALLACE COLLEGE		4	4
BORROMEO SEMINARY	2		2
BOWLING GREEN STATE UNIVERSITY	3	2	5
CAPITAL UNIVERSITY	1		1
CASE INSTITUTE OF TECHNOLOGY	3		3
CLEVELAND STATE UNIVERSITY	8	1	9
DYKE COLLEGE	1		1
FENN COLLEGE	7	5	12
JOHN CARROLL UNIVERSITY	7	2	9
KENT STATE UNIVERSITY	14	13	27
LAKE ERIE COLLEGE		1	1
MALONE COLLEGE		1	1
MARIETTA COLLEGE	1		1
MIAMI UNIVERSITY	5	2	7
NOTRE DAME COLLEGE		1	1
OHIO NORTHERN UNIVERSITY		1	1
OHIO STATE UNIVERSITY	22	8	30
OHIO UNIVERSITY	14	3	17
OHIO WESLEYAN UNIVERSITY	1		1
ST. JOHN COLLEGE		5	5
UNIVERSITY OF AKRON		2	2
UNIVERSITY OF CINCINNATI		1	1
UNIVERSITY OF DAYTON	1		1
URSULINE COLLEGE		1	1
WESTERN RESERVE UNIVERSITY	3	10	13
YOUNGSTOWN UNIVERSITY	1	1	2
OTHER	1		1
OUT OF OHIO	15	7	22
NO RESPONSE	163	154	317
TOTAL	273	225	498

TABLE 31

## SELECTED INSTITUTIONS

## PREVIOUSLY ATTENDED BY SEX

	Male	Female	Total
CLEVELAND STATE UNIVERSITY	8	1	9
KENT STATE UNIVERSITY	14	13	27
OHIO STATE UNIVERSITY	22	8	30
OHIO UNIVERSITY	14	3	17
BOWLING GREEN STATE UNIVERSITY	3	2	5
BALDWIN WALLACE COLLEGE		4	4
WESTERN RESERVE UNIVERSITY	3	10	13
OTHER PUBLIC IN STATE	6	5	11
OTHER PRIVATE IN STATE	25	18	43
OUT OF STATE	15	7	22
NO RESPONSE	163	154	317
TOTAL	273	225	498
			63

TABLE 32\*\*  
SELECTED INSTITUTIONS  
PREVIOUSLY ATTENDED BY AGE

	Less than 20	20-22	23-25	26-34	35-44	45-Over	Total
CLEVELAND STATE UNIVERSITY		6	1		1		8
KENT STATE UNIVERSITY		13	8	3	1	1	26
OHIO STATE UNIVERSITY	1	21	5	2		1	30
OHIO UNIVERSITY		14	3				17
BOWLING GREEN STATE UNIVERSITY		3	2				5
BALDWIN WALLACE COLLEGE		3			1		4
WESTERN RESERVE UNIVERSITY		7	2	3	1		13
OTHER PUBLIC IN STATE		5	5		1		11
OTHER PRIVATE IN STATE	1	25	12	3	2		43
OUT OF STATE		13	6	1	1	1	22
NO RESPONSE	56	185	35	15	7	10	308
TOTAL	58	295	79	27	15	13	487

TABLE 33  
LENGTH OF PREVIOUS COLLEGE ATTENDANCE BY SEX

	Male	Female	Total
ONE TERM	27	17	44
TWO TERMS	8	3	11
ONE YEAR	54	35	89
TWO YEARS	15	8	23
THREE YEARS	1	2	3
FOUR YEARS	1	3	4
NO RESPONSE	167	157	324
TOTAL	273	225	498

TABLE 34  
LENGTH OF PREVIOUS COLLEGE ATTENDANCE  
BY GRADE POINT AVERAGE

	Less than 2.00	2.00-2.24	2.25-2.49	2.50-2.74	2.75-2.99	3.00-3.24	3.25-3.49	3.50-3.74	3.75-4.00	Total	Median GPA
ONE TERM	11	8	11	4	6	3	1			44	2.50
TWO TERMS	1	2	3	1	3					11	2.62
ONE YEAR	19	23	16	16	4	6	3			89	2.25
TWO YEARS	4	5	4	4	2	4				23	2.65
THREE YEARS			1	2						3	2.87
FOUR YEARS	1						2	1		4	3.62
NO RESPONSE	82	75	60	47	27	15	7	5		321	2.49
TOTAL	6	118	113	95	74	42	28	13	6	495	2.52

TABLE 35\*\*

## DEGREE AWARDED

## BY SEX

	Male	Female	Total
ASSOCIATE OF ARTS	201	109	310
ASSOCIATE OF SCIENCE	67	105	172
NO RESPONSE	5	11	16
TOTAL	273	225	498

TABLE 36\*\*

## DEGREE AWARDED

## BY AGE

	Less than 20	20-22	23-25	26-34	35-44	45-Over	Total	Median Age
ASSOCIATE OF ARTS	39	197	46	15	3	3	303	21.7
ASSOCIATE OF SCIENCE	17	89	29	11	12	10	168	22.3
NO RESPONSE	2	8	4	1			15	
TOTAL	58	294	79	27	15	13	486	

TABLE 37\*\*

## DEGREE AWARDED BY

## HIGH SCHOOL ATTENDED

	<u>In City</u>		<u>Suburban in County</u>		<u>Out of County in State</u>		<u>Out of State</u>		<u>Total</u>
	<u>Public</u>	<u>Private</u>	<u>Public</u>	<u>Private</u>	<u>Public</u>	<u>Private</u>	<u>Public</u>	<u>Private</u>	
ASSOCIATE OF ARTS	68	74	127	9	18	2	5		303
ASSOCIATE OF SCIENCE	47	34	50	2	23	3	7	1	167
NO RESPONSE	7	3	3	1	1				15
TOTAL	122	111	180	12	42	5	12	1	485

TABLE 38\*\*

## DEGREE AWARDED BY

## PLANS TO CONTINUE EDUCATION

	Plan to Continue	Plan not to Continue	Uncertain	Total
ASSOCIATE OF ARTS	288	17	3	308
ASSOCIATE OF SCIENCE	85	81	5	171
NO RESPONSE	8	6	1	15
TOTAL	381	104	9	494



TABLE 39\*\*

## DEGREE AWARDED BY

## PREVIOUS COLLEGE ATTENDANCE

	Attended	Did not Attend	Total
ASSOCIATE OF ARTS	135	203	338
ASSOCIATE OF SCIENCE	51	124	175
NO RESPONSE	6	10	16
TOTAL	192	337	529

TABLE 40

## DEGREE AWARDED BY

## GRADE POINT AVERAGE

	Less than 2.00	2.00-2.24	2.25-2.49	2.50-2.74	2.75-2.99	3.00-3.24	3.25-3.49	3.50-3.74	3.75-4.00	Total	Median GPA
ASSOCIATE OF ARTS	6	76	65	58	50	24	18	7	3	307	2.52
ASSOCIATE OF SCIENCE		37	45	34	23	16	8	6	3	172	2.50
NO RESPONSE		5	3	2	1	2	2			15	2.45
TOTAL	6	118	113	94	74	42	28	13	6	494	2.52

TABLE 41

## MAJOR BY SEX

	Male	Female	Total
ASSOCIATE OF ARTS	207	102	309
ACCOUNTING	7	3	10
BUILDING CONSTRUCTION TECH.	6		6
BUSINESS MANAGEMENT	7		7
DATA PROCESSING	4	1	5
DENTAL HYGIENE		16	16
ELECTRICAL-ELECTRONIC TECH.	9	2	11
FOOD SERVICE MANAGEMENT		1	1
LAW ENFORCEMENT	2	1	3
MECHANICAL TECHNOLOGY	14		14
MEDICAL ASSISTING		6	6
NURSERY SCHOOL ASSISTANT		10	10
TWO YEAR NURSING	7	70	77
RETAILING	4	2	6
SALESMANSHIP	4	1	5
SECRETARIAL SCIENCE		9	9
TRANSPORTATION	1		1
WHOLESALE		1	1
NO RESPONSE	1		1
TOTAL	273	225	498

TABLE 42\*\*

## MAJOR BY AGE

	Less than 20	20-22	23-25	26-34	35-44	45-Over	Total
ASSOCIATE OF ARTS	37	200	44	15	3	3	302
ACCOUNTING	3	3	4				10
BUILDING CONSTRUCTION TECH.		3	3				6
BUSINESS MANAGEMENT		4	3				7
DATA PROCESSING		2	1	1	1		5
DENTAL HYGIENE	3	10	2				15
ELECTRICAL-ELECTRONIC TECH.	1	7	2				10
FOOD SERVICE MANAGEMENT		1					1
LAW ENFORCEMENT		3					3
MECHANICAL TECHNOLOGY	1	8	4	1			14
MEDICAL ASSISTING	2	3				1	6
NURSERY SCHOOL ASSISTANT		10					10
TWO YEAR NURSING	6	27	13	10	11	9	76
RETAILING	2	4					6
SALESMANSHIP		5					5
SECRETARIAL SCIENCE	3	5	1				9
TRANSPORTATION			1				1
WHOLESALING			1				1
NO RESPONSE							
TOTAL	58	295	79	27	15	13	487

TABLE 43

## MAJOR BY HIGH SCHOOL ATTENDED

	In City		Suburban in County		Out of County in State		Out of State		Total
	Public	Private	Public	Private	Public	Private	Public	Private	
ASSOCIATE OF ARTS	75	73	121	8	17	2	6		302
ACCOUNTING	3	2	5						10
BUILDING CONSTRUCTION TECH.	2		4						6
BUSINESS MANAGEMENT	2	2	3						7
DATA PROCESSING	2	1	1					1	5
DENTAL HYGIENE	1	2	5		7		1		16
ELECTRICAL-ELECTRONIC TECH.	2	2	4		3				11
FOOD SERVICE MANAGEMENT			1						1
LAW ENFORCEMENT	1	1	1						3
MECHANICAL TECHNOLOGY	8	3	3						14
MEDICAL ASSISTING	2	1	2						6
NURSERY SCHOOL ASSISTANT	1	3	5				1		10
TWO YEAR NURSING	19	15	16	2	14	3			72
RETAILING		1	5						6
SALESMANSHIP	2	2	4	1					5
SECRETARIAL SCIENCE	2	2	4						9
TRANSPORTATION		1	1				1		1
WHOLESALING			1						1
NO RESPONSE									1
TOTAL	122	111	181	12	42	5	12	1	486

TABLE 44

## MAJOR BY PLANS TO CONTINUE EDUCATION

	Plan to continue	Plan not to continue	Uncertain	Total
ASSOCIATE OF ARTS	293	13	2	308
ACCOUNTING	6	3	1	10
BUILDING CONSTRUCTION TECH.	5	1		6
BUSINESS MANAGEMENT	6	1		7
DATA PROCESSING	4	1		5
DENTAL HYGIENE	5	11		16
ELECTRICAL-ELECTRONIC TECH.	5	5	1	11
FOOD SERVICE MANAGEMENT		1		1
LAW ENFORCEMENT	1	2		3
MECHANICAL TECHNOLOGY	9	3	2	14
MEDICAL ASSISTING	2	3		5
NURSERY SCHOOL ASSISTANT	5	5		10
TWO YEAR NURSING	27	47	2	76
RETAILING	6			6
SALESMANSHIP	4	1		5
SECRETARIAL SCIENCE	1	7	1	9
TRANSPORTATION	1			1
WHOLESALE	1			1
NO RESPONSE	1			1
TOTAL	382	104	9	495

TABLE 45\*

## MAJOR, BY, PREVIOUS, COLLEGE, ATTENDANCE

	Attended	Did not Attend	Total
ASSOCIATE OF ARTS	125	178	303
ACCOUNTING	3	7	10
BUILDING CONSTRUCTION TECH.	2	4	6
BUSINESS MANAGEMENT	3	4	7
DATA PROCESSING	2	3	5
DENTAL HYGIENE	7	9	16
ELECTRICAL-ELECTRONIC TECH.	1	10	11
FOOD SERVICE MANAGEMENT	1	1	1
LAW ENFORCEMENT	1	2	3
MECHANICAL TECHNOLOGY	4	10	14
MEDICAL ASSISTING	2	4	6
NURSERY SCHOOL ASSISTANT	1	9	10
TWO YEAR NURSING	30	45	75
RETAILING		6	6
SALESMANSHIP		5	5
SECRETARIAL SCIENCE		9	9
TRANSPORTATION		1	1
WHOLESALE		1	1
NO RESPONSE		1	1
TOTAL	181	309	490



TABLE 46

## MAJOR BY GRADE POINT AVERAGE

	Less than 2.00	2.00-2.24	2.25-2.49	2.50-2.74	2.75-2.99	3.00-3.24	3.25-3.49	3.50-3.74	3.75-4.00	Total	Median GPA
ASSOCIATE OF ARTS	6	73	64	57	52	27	18	7	3	307	2.54
ACCOUNTING		3	2	3	1		1			10	2.49
BLDG.CONST. TECH.		1	2	1	1	1				6	2.49
BUSINESS MGT.		2	1	4						7	2.37
DATA PROCESS.		1	1		2	1				5	2.74
DENTAL HYG.		3	4	6	1	2				16	2.50
ELEC-ELECTRO. TECH.		5		1	1	3	1			11	2.37
FOOD SERVICE MGT.							1			1	3.37
LAW ENFMNT.		1	2							3	2.31
MECH. TECH.		5	3	4	1	1		1		14	2.41
MED. ASST.		1	1	1						6	2.74
NURSERY SCH. ASST.		1	5	1	2		1			10	2.44
TWO YEAR NURSING		18	25	12	5	6	3	5	3	77	2.45
RETAILING		2	2	1	2	1				6	2.37
SALESMANSHIP		1	1	1	2					5	2.62
SECRETARIAL SCIENCE				3	4		2			9	2.83
TRANSPORT.		1			1					1	2.12
WHL SALING										1	2.87
NO RESPONSE											
TOTAL	6	118	113	95	74	42	28	13	6	495	2.52

TABLE 47\*\*

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## PLANS TO CONTINUE EDUCATION BY SEX

	Male	Female	Total
PLAN TO CONTINUE	247	135	382
PLAN NOT TO CONTINUE	21	83	104
UNCERTAIN	5	4	9
NO RESPONSE	13	3	3
TOTAL	273	225	498

TABLE 48

## PLANS TO CONTINUE EDUCATION BY AGE

	Less than 20	20-22	23-25	26-34	34-44	45-Over	Total
PLAN TO CONTINUE	44	237	58	19	8	8	374
PLAN NOT TO CONTINUE	13	54	17	6	7	4	101
UNCERTAIN		3	4	1		1	9
NO RESPONSE	1	1		1			3
TOTAL	58	295	79	27	15	13	487

TABLE 49\*\*

PLANS TO CONTINUE EDUCATION  
BY HIGH SCHOOL ATTENDED

	In City		Suburban in County		Out of County in State		Out of State		Total
	Public	Private	Public	Private	Public	Private	Public	Private	
PLAN TO CONTINUE	93	86	146	8	26	4	10		373
PLAN NOT TO CONTINUE	24	23	31	4	15	1	2	1	101
UNCERTAIN	4	1	3		1				9
NO RESPONSE	1	1	1						3
TOTAL	122	111	181	12	42	5	12	1	486

TABLE 50

PLANS TO CONTINUE EDUCATION BY  
PREVIOUS COLLEGE ATTENDANCE

	Attended	Did not Attend	Total
PLAN TO CONTINUE	140	231	371
PLAN NOT TO CONTINUE	31	72	103
UNCERTAIN	4	4	8
NO RESPONSE			
TOTAL	175	307	482

TABLE 51  
PLANS TO CONTINUE EDUCATION  
BY GRADE POINT AVERAGE

	Less than 2.00	2.00-2.24	2.25-2.49	2.50-2.74	2.75-2.99	3.00-3.24	3.25-3.49	3.50-3.74	3.75-4.00	Total	Median GPA
PLAN TO CONTINUE	5	92	83	73	62	33	19	9	3	379	2.53
PLAN NOT TO CONTINUE	1	22	30	18	11	8	7	4	3	104	2.49
UNCERTAIN		3		2	1	1	2			9	2.68
NO RESPONSE		1		2						3	2.62
TOTAL	6	118	113	95	74	42	28	13	6	495	2.52

TABLE 62  
COLLEGES CUYAHOGA COMMUNITY COLLEGE GRADUATES

PLAN TO ATTEND BY SEX

	Male	Female	Total
BALDWIN WALLACE COLLEGE	3	2	5
BOWLING GREEN STATE UNIVERSITY	4	1	5
CASE INSTITUTE OF TECHNOLOGY	1		1
CINCINNATI BIBLE SEMINARY		1	1
CLEVELAND STATE UNIVERSITY	123	63	186
DENISON COLLEGE	1		1
DYKE COLLEGE	1		1
FINDLAY COLLEGE	1		1
COLLEGE OF WOOSTER		1	1
JOHN CARROLL UNIVERSITY	5	5	10
KENT STATE UNIVERSITY	39	16	55
LAKE ERIE COLLEGE		1	1
MALONE COLLEGE	1		1
MIAMI UNIVERSITY	1	2	3
OHIO COLLEGE OF PODIATRY	1		1
OHIO STATE UNIVERSITY	16	9	25
OHIO UNIVERSITY	6	1	7
RIO GRANDE COLLEGE	1		1
ST. JOHN COLLEGE	1		1
UNIVERSITY OF AKRON	2	1	3
UNIVERSITY OF CINCINNATI		1	1
WESTERN RESERVE UNIVERSITY	8	12	20
OTHER		1	1
OUT OF OHIO	10	1	11
NO RESPONSE	48	107	155
TOTAL	273	225	498

TABLE 53\*\*

SELECTED INSTITUTIONS CUYAHOGA COMMUNITY COLLEGE GRADUATES  
PLAN TO ATTEND BY GRADE POINT AVERAGE

	Less than 2.00											Total	Median GPA
		2.00-2.24	2.25-2.49	2.50-2.74	2.75-2.99	3.00-3.24	3.25-3.49	3.50-3.74	3.75-4.00				
CLEVELAND S.U	5	44	43	37	31	16	8	3			187	2.51	
KENT S.U.		14	10	14	10	4	2				54	2.50	
OHIO S.U.		5	7	6	4	1		1			24	2.25	
OHIO U.			4	2		1					7	2.25	
B.GREEN S.U.		2	1		1		1				5	2.37	
BALD.W. COL.			1		2		1		1		5	2.93	
WEST.R. U.		3	2	2	4	3	2	2		2	20	2.77	
OTHER													
Pub.in State		1	1		1	2	1				6	2.74	
Pvt.in State		6	2	2	4	2	2		1		19	2.68	
OUT OF STATE		4	3	3			1				11	2.37	
NO RESPONSE	1	39	39	29	17	13	10	6	3		157	2.49	
TOTAL	6	118	113	95	74	42	28	13	6		495	2.52	



TABLE 54

## ATTENDANCE BY SEX

	Male	Female	Total
FULL TIME	207	77	284
PART TIME	39	54	93
UNCERTAIN		1	1
NO RESPONSE	27	93	120
TOTAL	273	225	498

TABLE 55\*\*

## ATTENDANCE BY AGE

	Less than 20	20-22	23-25	26-34	35-44	45-Over	Total
FULL TIME	42	186	35	10	1	2	276
PART TIME	2	50	22	8	5	6	93
UNCERTAIN		1					1
NO RESPONSE	14	58	22	9	9	5	117
TOTAL	58	295	79	27	15	13	487

TABLE 56 \*\*

ATTENDANCE BY  
HIGH SCHOOL ATTENDED

	<u>In City</u>		<u>Suburban in County</u>		<u>Out of County in State</u>		<u>Out of State</u>		<u>Total</u>
	Public	Private	Public	Private	Public	Private	Public	Private	
FULL TIME	63	119	69	6	14	2	6		279
PART TIME	29	24	17	2	12	2	3		89
UNCERTAIN		1							1
NO RESPONSE	30	37	25	4	16	1	3	1	117
TOTAL	122	181	111	12	42	5	12	1	486

TABLE 57\*\*

## ACCEPTANCE AT FOUR YEAR INSTITUTION BY SEX

	Male	Female	Total
ACCEPTED	171	71	242
NOT ACCEPTED	57	58	115
UNCERTAIN	9	1	10
NO RESPONSE	36	95	131
TOTAL	273	225	498

TABLE 58\*

## ACCEPTANCE AT FOUR YEAR INSTITUTION BY AGE

	Less than 20	20-22	23-25	26-34	35-44	45-Over	Total
ACCEPTED	37	156	30	9		4	236
NOT ACCEPTED	6	65	24	8	7	3	113
UNCERTAIN	1	8	1				10
NO RESPONSE	14	66	24	10	8	6	128
TOTAL	58	295	79	27	15	13	487

TABLE 59\*\*  
EMPLOYMENT BY PLANS  
TO CONTINUE EDUCATION

	Plan to Continue	Plan not to Continue	Uncertain	Total
HAVE JOB	72	74	5	151
DO NOT HAVE JOB	7	24	2	33
NO RESPONSE	302	6	2	310
TOTAL	381	104	9	494

TABLE 60

## TYPE OF EMPLOYMENT BY PLANS TO CONTINUE EDUCATION

	Plan to Continue	Plan not to Continue	Uncertain	Total
ACCOUNTING	6	1		7
BUSINESS ADMINISTRATION	1			1
BUILDING CONSTRUCTION TECH.		1		1
BUSINESS MANAGEMENT	2			2
CERTIFIED LABORATORY ASSISTANT	2	1		3
DATA PROCESSING	1	1		2
DENTAL HYGIENE	1			1
ENGINEERING	2	9		10
ENGINEERING TECHNOLOGY	1	1		2
INDUSTRIAL SUPERVISION	1	1		2
LAW ENFORCEMENT	1			1
MECHANICAL TECHNOLOGY	1	2		3
MEDICAL ASSISTANT		1		1
NURSERY SCHOOL ASSISTANT		3		3
TWO YEAR NURSING	3	2		5
FOUR YEAR NURSING	6	39		46
SALESMANSHIP	12		1	12
SECRETARIAL SCIENCE	5			5
SURGICAL TECHNOLOGY	3	5	1	9
ELEMENTARY OR SECONDARY TEACHING	1			1
SCIENCE	3			3
COMMUNITY RECREATION AND LEADERSHIP		1		1
ARCHITECTURE	2			2
COMMUNICATIONS	1			1
OTHER	15	4		19
NO RESPONSE	310	31	1	346
TOTAL	380	103	9	492

TABLE 61  
PLANS OF UNEMPLOYED GRADUATES NOT INTENDING  
TO CONTINUE EDUCATION BY SEX

	Male	Female	Total
GET MARRIED		4	4
SERVICE	1		1
VACATION BEFORE JOB HUNTING	1	7	8
LOOK FOR A JOB	4	8	12
RETURN TO CUYAHOGA COMMUNITY COLLEGE		1	1
TEMPORARILY EMPLOYED	1		1
NO RESPONSE	266	205	471
TOTAL	273	225	498

TABLE 62  
PLACE OF EMPLOYMENT BY AGE

	Less than 20	20-22	23-25	26-34	35-44	45-Over	Total
INNER CITY	5	54	26	10	9	2	106
SUBURBAN IN COUNTY	3	15	5		1	4	28
OTHER OHIO COUNTY	2	3	2	1			8
OUT OF STATE		2					2
OUT OF COUNTRY			1				1
NO RESPONSE	48	221	45	16	5	7	342
TOTAL	58	295	79	27	15	13	487



TABLE 63

## PLACE OF EMPLOYMENT BY

## HIGH SCHOOL ATTENDED

	<u>In City</u>		<u>Suburban in County</u>		<u>Out of County in State</u>		<u>Out of State</u>		<u>Total</u>
	Public	Private	Public	Private	Public	Private	Public	Private	
INNER CITY	38	29	17	4	13	1	3	1	106
SUBURBAN IN COUNTY	3	4	12		6		1		26
OTHER OHIO COUNTY	1	1	1		4				7
OUT OF STATE			2						2
CJT OF COUNTRY			1						1
NO RESPONSE	80	77	148	8	19	4	8		344
TOTAL	122	111	181	12	42	5	12	1	486

TABLE 64\*

87

## JOB PROCUREMENT BY SEX

	Male	Female	Total	Median GPA
APPLICATION	23	58	81	2.48
COLLEGE PLACEMENT SERVICE	6	9	15	2.87
COMMERCIAL EMPLOYMENT AGENCY	6	3	9	2.31
FAMILY BUSINESS	4	4	8	2.37
FACULTY RECOMMENDATION	3	2	5	2.81
ALREADY WORKED THERE	1	13	14	2.26
RECOMMENDATION OF FRIEND	1	1	2	2.62
NO RESPONSE	229	135	364	2.51
TOTAL	273	225	498	2.52

TABLE 65\*

JOB PROCUREMENT BY  
PREVIOUS COLLEGE ATTENDANCE

	Attended	Did not Attend	Total
APPLICATION	29	52	81
COLLEGE PLACEMENT SERVICE	2	13	15
COMMERCIAL EMPLOYMENT AGENCY	5	4	9
FAMILY BUSINESS	4	4	8
FACULTY RECOMMENDATION	3	2	5
ALREADY WORKED THERE	3	11	14
RECOMMENDATION OF FRIEND	1		1
NO RESPONSE	134	222	356
TOTAL	181	308	489

TABLE 66\*\*

RELATIONSHIP OF EDUCATION TO WORK BY SEX

	Male	Female	Total	Median GPA
VERY MUCH	33	113	146	2.51
SOME	31	19	50	2.27
NOT AT ALL	10	7	17	2.27
NO RESPONSE	199	86	285	2.56
TOTAL	273	225	498	2.52

TABLE 67\*\*

RELATIONSHIP OF EDUCATION TO WORK BY AGE

	Less than 20	20-22	23-25	26-34	35-44	45-Over	Total
VERY MUCH	14	69	29	12	11	8	143
SOME	3	33	11	2	1	1	50
NOT AT ALL		11	4	1	1		17
NO RESPONSE	41	182	35	12	2	5	277
TOTAL	58	295	79	27	15	13	487

TABLE 68\*

## RELATIONSHIP OF EDUCATION TO WORK

BY HIGH SCHOOL ATTENDED

	<u>In City</u>		<u>Suburban in County</u>		<u>Out of County in State</u>		<u>Out of State</u>		<u>Total</u>
	Public	Private	Public	Private	Public	Private	Public	Private	
VERY MUCH	34	36	35	3	26	2	4	1	141
SOME	21	8	15		5		1		50
NOT AT ALL	4		9	2			1		16
NO RESPONSE	63	67	122	7	11	3	6		279
TOTAL	122	111	181	12	42	5	12	1	486

TABLE 69\*\*

RELATIONSHIP OF EDUCATION TO WORK BY  
PLANS TO CONTINUE EDUCATION

	<u>Plan to Continue</u>		<u>Plan not to Continue</u>		<u>Total</u>
	Public	Private	Public	Private	
VERY MUCH	67		74	3	144
SOME	34		13	3	50
NOT AT ALL	15		1	1	17
NO RESPONSE	266		16	2	284
TOTAL	382		104	9	495

TABLE 70\*\*

## RECEIPT OF FINANCIAL AID BY SEX

	Male	Female	Total
RECEIVED AID	32	65	97
DID NOT RECEIVE AID	239	158	397
NO RESPONSE	2	2	4
TOTAL	273	225	498

TABLE 71\*\*

## RECEIPT OF FINANCIAL AID BY AGE

	Less than 20	20-22	23-25	26-34	35-44	45-Over	Total
RECEIVED AID	10	47	15	9	8	7	96
DID NOT RECEIVE AID	48	245	64	18	7	6	388
NO RESPONSE		3					3
TOTAL	58	295	79	27	15	13	487

TABLE 72\*\*

RECEIPT OF FINANCIAL AID BY GRADE POINT AVERAGE

	Less than 2.00	2.00-2.24	2.25-2.49	2.50-2.74	2.75-2.99	3.00-3.24	3.25-3.49	3.50-3.74	3.75-4.00	Total	Median GPA
RECEIVED AID		13	22	14	15	12	11	6	4	97	2.74
DID NOT RECEIVE AID	6	105	90	79	58	30	17	7	2	394	2.27
NO RESPONSE			1	2	1					4	2.37
TOTAL	6	118	113	95	74	42	28	13		495	2.52



TABLE 73

## TYPE OF AID RECEIVED BY SEX

	Male	Female	Total
SCHOLARSHIP	8	28	36
LOAN	6	9	15
GRANT	1	1	2
LOAN AND GRANT	10	28	38
WORK-STUDY	2		2
EMPLOYMENT	2		2
G I BILL	1		1
NO RESPONSE	243	159	402
TOTAL	273	225	498

TABLE 74

## AMOUNT OF AID RECEIVED BY SEX

	Male	Female	Total	Median GPA
Less than \$100		2	2	2.00
100 - 299	6	20	26	2.75
300 - 499	9	14	23	2.72
500 - 749	5	14	19	2.81
750 - 999	2	3	5	3.37
1,000 - 1,249		2	2	2.87
1,250 - 1,499	1	1	2	2.37
NO RESPONSE	250	169	419	2.48
TOTAL	273	225	498	2.52

TABLE 75  
 DESIRE TO ATTEND  
 CUYAHOGA COMMUNITY COLLEGE  
 AGAIN BY SEX

	Male	Female	Total
WOULD ATTEND AGAIN	232	184	416
WOULD NOT ATTEND AGAIN	29	23	52
UNSURE	2	2	4
NO RESPONSE	10	16	26
TOTAL	273	225	498

TABLE 76\*\*  
 DESIRE TO ATTEND  
 CUYAHOGA COMMUNITY COLLEGE  
 AGAIN BY AGE

	Less than 20	20-22	23-25	26-34	35-44	45-Over	Total
WOULD ATTEND AGAIN	51	240	70	24	13	10	408
WOULD NOT ATTEND AGAIN	6	37	5	1	1		50
UNSURE		3		1			4
NO RESPONSE	1	15	4	1	1	3	25
TOTAL	58	295	79	27	15	13	487

TABLE 77\*

DESIRE TO ATTEND CUYAHOGA COMMUNITY COLLEGE AGAIN  
BY HIGH SCHOOL ATTENDED

	<u>In City</u>		<u>Suburban in County</u>		<u>Out of County in State</u>		<u>Out of State</u>		<u>Total</u>
	<u>Public</u>	<u>Private</u>	<u>Public</u>	<u>Private</u>	<u>Public</u>	<u>Private</u>	<u>Public</u>	<u>Private</u>	
WOULD ATTEND AGAIN:	105	91	146	12	37	5	1	1	398
WOULD NOT ATTEND AGAIN	8	11	28		3		2		52
UNSURE	2		1		1				4
NO RESPONSE	7	9	6		1				23
TOTAL	122	111	181	12	42	5	3	1	477

TABLE 78

DESIRE TO ATTEND CUYAHOGA COMMUNITY COLLEGE AGAIN  
BY PLANS TO CONTINUE EDUCATION

	<u>Plan to Continue</u>		<u>Plan not to Continue</u>		<u>Uncertain</u>		<u>Total</u>
	<u>Public</u>	<u>Private</u>	<u>Public</u>	<u>Private</u>	<u>Public</u>	<u>Private</u>	
WOULD ATTEND AGAIN	316		90		8		414
WOULD NOT ATTEND AGAIN	43		8		1		52
UNSURE	3		1				4
NO RESPONSE	20		5				25
TOTAL	282		104		9		495

TABLE 79

## DESIRE TO ATTEND CUYAHOGA COMMUNITY COLLEGE AGAIN

## BY PREVIOUS COLLEGE ATTENDANCE

	Attended	Did not Attend	Total
WOULD ATTEND AGAIN	149	262	411
WOULD NOT ATTEND AGAIN	25	27	52
UNSURE	1	3	4
NO RESPONSE	6	17	23
TOTAL	181	309	490

TABLE 80

## DESIRE TO ATTEND CUYAHOGA COMMUNITY COLLEGE AGAIN

## BY GRADE POINT AVERAGE

	Less than 2.00	2.00-2.24	2.25-2.49	2.50-2.74	2.75-2.99	3.00-3.24	3.25-3.49	3.50-3.74	3.75-4.00	Total	Median GPA
WOULD ATTEND AGAIN	6	95	96	85	58	34	22	11	6	413	2.52
WOULD NOT ATTEND AGAIN		17	9	7	11	4	3	1		52	2.25
UNSURE		1		1	1	1				4	2.49
NO RESPONSE		5	8	2	4	3	3	1		26	2.49
TOTAL	6	118	113	95	74	42	28	13	6	495	2.52

TABLE 81  
 INSTITUTIONS CUYAHOHA COMMUNITY COLLEGE GRADUATES  
 WOULD HAVE PREFERRED TO ATTEND BY SEX

	Male	Female	Total
BOWLING GREEN STATE UNIVERSITY	1		1
CLEVELAND STATE UNIVERSITY	10	4	14
KENT STATE UNIVERSITY	1	1	2
OHIO STATE UNIVERSITY	3	3	6
OHIO UNIVERSITY	1		1
UNIVERSITY OF DAYTON	1		1
WESTERN RESERVE UNIVERSITY	1	2	3
OUT OF OHIO	2	1	3
NO RESPONSE	253	214	467
TOTAL	273	225	498

TABLE 82  
 REASONS CUYAHOGA COMMUNITY COLLEGE GRADUATES  
 WOULD HAVE PREFERRED TO HAVE ATTENDED OTHER  
 INSTITUTIONS BY SEX

	Male	Female	Total
Better Qualified	3	6	9
Transfer of Credits Easier	13	7	20
Broader Curriculum	1	3	4
More Academic Competition	1		1
No Readjustment to New Setting	7	2	9
To be Away from Home		2	2
Cuyahoga Community College Poorly Organized	1	2	3
No Choice Other Than Cuyahoga Community College	1	1	2
More College Life	2	1	3
Poor Counseling	1		1
<b>TOTAL</b>	<b>30</b>	<b>24</b>	<b>54</b>



TABLE 83\*

CHARACTERISTICS OF THE COLLEGE LIKED MOST  
BY GRADUATES BY SEX

	Male	Female	Total
Competent instructors	89	69	158
Friendly and helpful instructors	93	86	179
Friendly students	43	61	104
Opportunity for higher education	31	19	50
Convenient location	42	37	79
Could live at home	1	6	7
Modest price	67	48	115
Small classes	14	7	21
Extra-curricular activities	6	7	13
Suitable curriculum	51	51	102
<b>TOTAL</b>	<b>437</b>	<b>391</b>	<b>828</b>

TABLE 84\*

CHARACTERISTICS OF THE COLLEGE LIKED MOST  
BY GRADUATES BY AGE

	Less than 20	20-22	23-25	26-34	35-44	45-Over	Total
Competent instructors	23	81	25	13	5	6	153
Friendly and helpful instructors	26	110	21	8	2	6	173
Friendly students	19	61	11	5	1	3	100
Opportunity for higher education	7	28	7	1	2	3	48
Convenient location	11	43	13	6	3	2	78
Could live at home	2	3	1			1	7
Modest price	13	68	22	7	3	1	114
Small classes	2	14	3	1			20
Extra-curricular activities	3	6	3				12
Suitable curriculum	7	69	16	3	2	4	101
<b>TOTAL</b>	<b>113</b>	<b>483</b>	<b>122</b>	<b>44</b>	<b>18</b>	<b>26</b>	<b>806</b>

TABLE 85\*\*

CHARACTERISTICS OF THE COLLEGE LIKED MOST BY  
GRADUATES BY HIGH SCHOOL ATTENDED

	In City		Suburban in County		Out of County in State		Out of State		Total
	Public	Private	Public	Private	Public	Private	Public	Private	
Competent instructors	35	33	62	3	15	4	4		156
Friendly and helpful instructors	40	52	49	9	17	2	4		173
Friendly students	22	33	32	4	9		2		102
Opportunity for higher education	10	12	18	2	2		1		45
Convenient location	23	18	25	1	6	2	1		76
Could live at home	1	1	6				2		10
Modest price	39	20	34	4	7	2	3		109
Small classes	3	5	9		2	2	3		24
Extra-curricular activities	2	8	2						12
Suitable curriculum	29	18	54		6	2	3		112
TOTAL	204	200	291	23	64	14	23		819

TABLE 86\*

CHARACTERISTICS OF THE COLLEGE LIKED MOST BY  
GRADUATES BY PREVIOUS COLLEGE ATTENDANCE

	Attended	Did not Attend	Total
Competent instructors	73	93	166
Friendly and helpful instructors	49	89	138
Friendly students	30	74	104
Opportunity for higher education	16	34	50
Convenient location	21	58	79
Could live at home	3	4	7
Modest price	37	78	115
Small classes	8	13	21
Extra-curricular activities	5	8	13
Suitable curriculum	42	61	103
TOTAL	284	512	796

\*  
TABLE 87  
CHARACTERISTICS OF THE COLLEGE LIKED MOST BY  
GRADUATES BY GRADE POINT AVERAGE

	GRADUATES BY GRADE POINT AVERAGE										Median GPA
	Less than 2.00	2.00-2.24	2.25-2.49	2.50-2.74	2.75-2.99	3.00-3.24	3.25-3.49	3.50-3.74	3.75-4.00	Total	
Competent instructors Friendly and helpful instructors	1	28	30	34	29	16	13	5	3	159	2.65
Friendly students	3	41	41	32	28	10	14	5	4	178	2.52
Opportunity for higher education	2	23	21	17	18	8	7	4	2	102	2.56
Convenient location		11	8	12	7	3	5	3		49	2.61
Could live at home		30	16	15	8	6	2	1	1	79	2.39
Modest price	1	1	1	1	1	2		1		7	2.87
Small classes		31	22	30	7	12	5	2	1	111	2.52
Ex-curricular activities		5	6	2	3	2	3	1		22	2.49
Suitable curriculum		2	4	5	2	1				14	2.54
TOTAL	7	199	169	163	116	79	57	24	11	825	2.58

TABLE 88\*\*

CHARACTERISTICS OF THE COLLEGE DISLIKED MOST BY  
GRADUATES BY SEX

	Male	Female	Total
Lack of college atmosphere	43	15	58
Incompetent instructors	11	6	17
Indifferent instructors	6	4	10
Inadequate counseling	7	10	17
Poor physical plant	70	47	117
Immature student body	25	18	43
Low academic standards	8	7	15
Poor administrative communication	32	31	63
Cafeteria, rec facilities, student activities	35	30	65
Limited curriculum, transfer of credits	9	8	17
TOTAL	246	176	422

TABLE 89\*\*

CHARACTERISTICS OF THE COLLEGE DISLIKED MOST BY  
GRADUATES BY AGE

	Less than 20	20-22	23-25	26-34	35-44	45-Over	Total
Lack of college atmosphere	6	41	9	1			57
Incompetent instructors	3	9	3	1			16
Indifferent instructors	3	4	2			1	10
Inadequate counseling	1	10	4	1	1		17
Poor physical plant	19	77	11	5		2	114
Immature student body	4	31	8				43
Low academic standards	2	11		2			15
Poor administrative communication	5	29	12	5	6	4	61
Cafeteria, rec facilities, student activities	7	40	10	1	2	1	61
Limited curriculum, transfer of credits	4	10	2				16
TOTAL	54	262	61	16	9	8	410

TABLE 90\*\*  
CHARACTERISTICS OF THE COLLEGE DISLIKED MOST BY  
GRADUATES BY HIGH SCHOOL ATTENDED

	In City		Suburban in County		Out of County in State		Out of State		Total
	Public	Private	Public	Private	Public	Private	Public	Private	
Lack of college atmosphere	17	14	18	1	4	1	1		56
Incompetent instructors	4	4	6	1	2				17
Indifferent instructors		4	5						9
Inadequate counseling	8	1	6						15
Poor physical plant	20	35	43	4	8	1	3		114
Immature student body	6	10	21	2	2	1	1		43
Low academic standards	3	1	10	1					15
Poor administrative communication	22	9	17	2	6	2	2		60
Cafeteria, rec facilities, student activities	15	17	26		2		1		61
Limited curriculum, transfer of credits	3	7	5				1		16
TOTAL	98	102	157	11	24	5	9		406



TABLE 91\*\*

CHARACTERISTICS OF THE COLLEGE DISLIKED MOST BY  
GRADUATES BY PLANS TO CONTINUE EDUCATION

	Plan to Continue	Plan not to Continue	Uncertain	Total
Lack of college atmosphere	51	7	2	60
Incompetent instructors	14	3		17
Indifferent instructors	9	1		10
Inadequate counseling	13	4		17
Poor physical plant	95	21		116
Immature student body	34	7	2	43
Low academic standards	12	3		15
Poor administrative communication	35	27	1	63
Cafeteria, rec facilities, student activities	50	13	1	64
Limited curriculum, transfer of credits	15	1	1	17
<b>TOTAL</b>	<b>328</b>	<b>87</b>	<b>7</b>	<b>422</b>

TABLE 92

CHARACTERISTICS OF THE COLLEGE DISLIKED MOST BY  
GRADUATES BY PREVIOUS COLLEGE ATTENDANCE

	Attended	Did not Attend	Total
Lack of college atmosphere	25	33	58
Incompetent instructors	10	7	17
Indifferent instructors	2	8	10
Inadequate counseling	4	13	17
Poor physical plant	36	79	115
Immature student body	19	24	43
Low academic standards	5	10	15
Poor administrative communication	26	37	63
Cafeteria, rec facilities, student activities	19	46	65
Limited curriculum, transfer of credits	4	13	17
<b>TOTAL</b>	<b>150</b>	<b>270</b>	<b>420</b>



TABLE 93  
CHARACTERISTICS OF THE COLLEGE DISLIKED MOST BY  
GRADUATES BY GRADE POINT AVERAGE

	Less than 2.00	2.00-2.24	2.25-2.49	2.50-2.74	2.75-2.99	3.00-3.24	3.25-3.49	3.50-3.74	3.75-4.00	Total	Median GPA
Lack of college atmosphere		16	13	13	9	3	2		2	58	2.49
Incompetent instructors		4	4	1	3	3	1	1		17	2.62
Indifferent instructors		3	4	3	4	5	2	1		22	2.81
Inadequate counseling		5	3	4	3	1	1			17	2.53
Poor physical plant	1	26	23	25	17	12	6	5	1	116	2.57
Immature student body		8	7	12	4	6	4	1	1	43	2.63
Low academic standards		1	2	2	7	1	2			15	2.83
Poor admin. communication		16	8	16	11	4	2	3	3	63	2.61
Cafeteria, rec facilities, student activities		15	16	11	11	5	2	3		63	2.51
Limited curriculum, transfer of credits		4	2	3	5		3			17	2.70
TOTAL	1	98	82	90	74	40	25	14	7	431	2.59